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ABSTRACT

This set of eight appendixes consists of the products that were developed during the Adult Cuban Immigrant Project. (The Adult Cuban Immigrant Project is a prevocational English-as-a-second-language program designed to help students learn English in the context of life-coping skills and job-searching skills.) Included in the individual appendixes are the following materials: forms for use in classroom record keeping and student evaluation; volunteer training materials; follow-up forms and a six-month outreach plan; interview forms, skill and interest inventories, and a sample individual educational plan; course outlines, lists of skills, and a vocational vocabulary list; project publicity materials; pretests and posttests and sample presentation materials; and a teacher-training sheet. (MN)

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ADULT CUBAN IMMIGRANT PROJECT

APPENDIXES A-H

ADULT EDUCATION SECTION
POST-SECONDARY VOCATIONAL ADULT
AND COMMUNITY EDUCATION DEPARTMENT
ORANGE COUNTY PUBLIC SCHOOLS
ORLANDO, FLORIDA

UNITED STATES DEPARTMENT OF EDUCATION
CONTRACT NUMBER 300-81-1444
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ADULT CUBAN IMMIGRANT PROJECT

APPENDIX A

Teacher Materials

Student Evaluation

Teacher Observation Format

Teacher Training Units (Outline)

ADULT EDUCATION SECTION
POST-SECONDARY VOCATIONAL ADULT
AND COMMUNITY EDUCATION DEPARTMENT
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ADULT CUBAN IMMIGRANT PROJECT

TEACHER MATERIALS

--Pads

--Pencils

--EAC Book I

--EAC Book II

--Everyday Conversation in English I & II

--Curriculum Guide I & II

--Application Forms

--Everyday English I - IV

--Job Application Language

--Using the Want Ads

--My Job Application File

--Employability Skills Series

--10 FSES employment applications

--10 Change of address forms

--Los Verbos en Inglés Book I & II

I certify that I have received the above materials and will return them upon the termination of the class.

_____

ADULT CUBAN IMMIGRANT PROJECT

STUDENT EVALUATION

INSTRUCCIONES: Favor de marcar la respuesta apropiada.

1. La maestra da énfasis a la pronunciación.
   __Siempre
   __De vez en cuando
   __Nunca

2. La maestra estimula a los estudiantes para que usen el inglés en el salón de clases.
   __Siempre
   __De vez en cuando
   __Nunca

3. Las lecciones que la maestra presenta son claras y me ayudan a comprender la vida americana mejor.
   __Siempre
   __De vez en cuando
   __Nunca

4. Las lecciones están niveladas a mi grado de conocimiento.
   __Siempre
   __De vez en cuando
   __Nunca

5. La maestra emplea la pizarra, láminas u otros materiales.
   __Siempre
   __De vez en cuando
   __Nunca

6. El especialista ocupacional (consejero) - sus presentaciones y consejos me ayudan a entender las carreras y trabajos que existen.
   __Siempre
   __De vez en cuando
   __Nunca

FORMAT FOR PART-TIME
TEACHER OBSERVATION

ADULT CUBAN IMMIGRANT PROJECT

Teacher: _____

Date: _____

Teacher uses prescribed curriculum materials.

_____

_____

Teacher developed materials in use? _____

_____

_____

	Satisfactory	Needs Improvement
Teacher uses audio-visuals:	_____	_____
Teacher provides handouts for reinforcement:	_____	_____
Teacher uses blackboard:	_____	_____
Teacher stimulates students talk/response:	_____	_____
Teacher presents materials in proper sequence:	_____	_____
Material presented is appropiate to students needs/interests:	_____	_____
Teacher level of volume is audible:	_____	_____
Teacher pronunciation is clear:	_____	_____
Teacher's English structure is correct:	_____	_____

_____

_____

_____

_____

_____

ADULT CUBAN IMMIGRANT PROJECT

OUTLINE FOR TEACHER TRAINING UNITS

I. PRONUNCIATION

_____Difficult Sounds
_____Tongue Twisters
_____Basic Pronunciation
_____Prototype Lessons
_____Consonant Clusters
_____
_____

II. LISTENING SKILLS/CONVERSATION

_____How to Say Goodbye
_____Directed Listening
_____Listening for Meaning
_____Aspects of Conversation
_____How are ya Doing?
_____Conversation an Art
_____
_____

III. VOCABULARY

_____Idioms
_____Thanksgiving Holiday
_____Oral Interaction
_____Dialogues
_____How to Teach a Dialogue
_____
_____

IV. GRAMMAR

_____Adult Cuban Immigrant Curriculum
_____
_____

V. READING

_____Checklist of Instructional Needs of Non-Readers or Primers

_____ESL Reading Objectives

_____Assessing Reading Skills

_____

_____

VI. WRITING

_____The Critical Importance of Learning

_____Teaching Writing

_____

_____

VII. EMPLOYABILITY

_____Employability Skills for the ESL Teacher

_____

_____

VIII. CULTURAL COMMUNICATION

_____Cultural Accents

_____The Body Talks

_____American/Vietnamese Cultural Differences

_____

_____

IX. PROGRAM ORIENTATION

_____Teacher Packet

_____Coping with the Multi-Level Classroom

_____Y'all

_____Trite Phrases and Cliches

_____Self-Evaluation for Teachers

_____

_____

X. PROGRAM TESTS

_____OPI

_____STEL

_____Interamerican Reading

_____Vocational Interest Inventory

_____Coping Skill Inventory

_____Certificate Standards

_____Filling out your IEP

_____

_____

APPENDIX B

VOLUNTEER TRAINING MATERIALS

Project Goals

Volunteer Tips

What is ESL?

How to Teach a Dialog

Lesson Plans

Pronunciation Difficulties

Curriculum Design

ORANGE COUNTY SCHOOL BOARD

LANGUAGE SKILLS AND TRAINING FOR ADULT CUBAN IMMIGRANTS

The School Board of Orange has been awarded a contract through the U. S. Department of Education to provide English language and pre-vocational/ occupational skills training to adult Cuban immigrants. This project will serve the Cuban born, 16 years and older, who arrived in the United States after August 1, 1979. The target date for the official beginning of the project components is June 15, 1981.

The purpose of the project is to enable adult Cuban entrants with English language skills in order to become more employable and productive members of our community.

The five components are described below:

Outreach

An overall outreach strategy that includes neighborhood canvassing, use of media, distribution of promotional material, referrals, on-site recruitment, etc., will be adapted and implemented. Linkages with existing networks will be an important vehicle for reaching the Cuban entrants.

Assessment

Effective assessment instruments and inventories will be selected and utilized to determine student entry/exit levels, needs, etc. A monitoring system for regular follow-up assessments will be developed and implemented. A survey of community resources will be published and disseminated in English and Spanish.

Literacy and Life Skills Instruction

Project participants will be placed into existing ESL classes and/or new classes will be scheduled as enrollment increases. Staff and curriculum development activities will be conducted to review and update current ESL curriculum to reflect participant needs/goals and staff will be trained to effectively implement new curriculum.

Occupation and Life Goals Instruction

A pre-vocational ESL course that teaches employability skills and specific vocational information will be developed and run concurrently with regular ESL program. Participants will be assessed and counseled to determine their literacy levels, language proficiency, survival skill needs, vocational background and goals, and other related needs. An Individualized Educational Plan (IEP) will be developed and participants will be placed in appropriate programs.

Linkages

Cooperative agreements with agencies/organizations/churches/school programs will be established. Staff development will be provided to facilitate linkage relationships. An advisory commitee will be formed and will meet quarterly.

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ADULT CUBAN IMMIGRANT PROJECT

VOLUNTEER TUTORS

Here are just a few of the ways YOU could help in an ESL class:

1. Tutor an adult or group of adults in a prescribed procedure for which you have been trained.
2. Provide opportunities for adults to master vocabulary and/or structures already introduced by teacher.
3. Review previously taught skills with absentees.
4. Monitor laboratory experiences(tape recorders, language masters,etc.)
5. Assist teacher in operating audio-visual equipment.
6. Oversee adults completing written exercises.
7. Assist adults needing remedial work.
8. Drill technical vocabulary with advanced students.
9. Assist teacher in introducing new structure and vocabulary by taking part in role playing activities.
10. Practice various dialogues with adult learners.
11. Assist in preparing individual task materials.
12. Inform adult learners of vital community information through basic English presentations.

Contribution:

Develop in adults a sense of accomplishment; help adults enjoy the learning activities on one-to-one and small group bases; demonstrate an acceptance of foreigners in our country; help in the expansion of friendships and communication techniques; assume a supportive role thereby freeing the teacher to provide more contact with individuals; help in organizing social occasions; help in planning activities which build a positive self-concept in adults; assist newcomers in our country become acculturated to life in the United States.

IV.A. What is ESL?

ESL is the commonly-used acronym for English as a Second Language which involves teaching English to people who speak other languages. ESL programs are designed to teach people how to use the words and sentence patterns of English for effective communication, and differ in fundamental respects from programs designed for native English speakers (such as literacy, reading improvement, or speech therapy).

Knowing a language consists of having control over its four systems: you must know the sounds (phonology) of the language; if you know the sounds you can combine them to form words (vocabulary); these words, put together in proper order, make grammatical sentences (syntax); and these sentences, used appropriately in a given situation, enable you to communicate effectively in a social situation. These four systems are expressed through the four skills of a language: speaking, listening, reading, and writing. Thus, it should be clear that teaching a language does not necessarily mean teaching reading and writing; nor does it mean just teaching vocabulary items. Language is a system of patterns with sounds and meaning; you will find that a majority of your beginning students need immediate work with understanding and producing the spoken language.

IV.B. Meeting the students' language needs

As just mentioned, the refugees will usually need, initially, help with the spoken language. However, since language is used for communicating, they must be taught the language which is specific to their communication needs. For example, if the student knows no English, and needs to function in the daily activities of the community, you will need to concentrate on "survival" English. If the student is also illiterate, you may need to also work on survival literacy to enable the student to read the signs, labels, and forms so important in our technological society. If the student knows little or no English but has employment as an immediate goal, you should concentrate on general vocational English (in addition to survival English). Or if your student is already trained in an occupation, but needs to transfer those skills to an English-speaking society, you should concentrate on the English specific to that particular occupation. Let's be more specific.

Survival English provides the language necessary for minimum daily functioning in the community. The English structures (grammar) to be covered should include (at least) simple statements, questions, and vocabulary, taught in the con-

text of useful consumer/environmental skills, such as:

- personal information (name, address, tel.#, etc.)
- money/credit
- housing
- health
- transportation
- communications (telephone, postal system, radio, etc.)
- shopping (food, clothing, non-essentials)
- community resources, social services
- emergency measures
- taxes, insurance
- American social customs, manners and practices

Teaching English to women and the elderly who spend most of the time at home running a household and/or caring for families may be viewed as a special type of survival English and may include, in addition to some of the topics mentioned above, the following:

- household safety (including appliance use)
- cooking
- use of energy
- cleaning and home maintenance
- nutrition
- schools

Literacy is usually taught in conjunction with spoken (survival) English, since the learner should be taught to read and write initially only the carefully controlled language that has been practiced in listening and speaking. For further information on teaching literacy, we refer you to our Refugee Education Guide, Adult Education Series #9, "Teaching ESL to Illiterate Adults," which can be obtained by calling the toll-free number on the title page of this guide.

General vocational ESL aims at providing the refugee with language necessary for getting, keeping, or changing jobs. In addition to a few of the survival skills, you may want to focus on teaching English structures, vocabulary, pronunciation, and listening comprehension in the context of:

- filling out applications and forms
- interviews
- finding jobs
- career exploration
- salaries and fringe benefits
- giving and taking instructions
- employer expectations
- interpersonal relationships in a work setting
- cultural work norms

Occupation specific ESL is designed to give the student already trained, or in training in a specific occupation, the capacity to practice that occupation in an English-speaking environment. You should focus on the specific understanding, speaking, reading and writing skills needed to succeed in that particular job, including:

- occupation specific vocabulary
- asking and answering work-related questions

ADULT CUBAN IMMIGRANT PROJECT

HELPFUL HINTS

HOW TO TEACH DIALOGUE

Dialogues are useful devices in stimulating oral conversation, teaching refugees about new concepts and coping skills. You can also include statements that are used in everyday language. You may also build on or expand the dialogue.

Below please find listed some positive ideas about dialogue teaching:

-Dialogues can be used as a "focal point" of a lesson

-Dialogues can be used as a culminating activity

-Dialogues can be translated in role-play situation

-Dialogues can present an everyday situation.

Here's some steps to follow:

1. Establish the situation and make sure the students understand the characters and interaction
   (This may be done drawings, flannel, boards, etc.)

2. Teach the new words and expressions through association with real objects pictures, pantomime or gestures.

3. If feasible, you may need to explain in native language. (Do not translate word for word.)

4. Read and act out the dialogue as the students listen This should be done 3 or 4 times. By the end, the students should be able to differentiate the characters.

5. Say each sentence 3 or 4 times, then engage the group in choral repetition.

6. After this, I like to present the written form of the dialogue. Usually on the board.

7. Split the group and have each side take 1 character's part.

8. Reverse the roles of each side. This is done so that everyone is able to learn the dialogue.

9. Ask for volunteer students to dramatize the dialogue. Or you might like to assign small group dialog practice. Each group is responsible for presentation of the same dialogue.

10. After all groups have had the opportunity to dramatize (or read) the dialogue. You may want to go back and provide reinforcement for those "difficult to say" sentences.

11. Begin erasing the dialogue. Have students fill in the erased words or phrases.

12. After this activity you might like to erase more of the sentences, having the students orally replacing them.

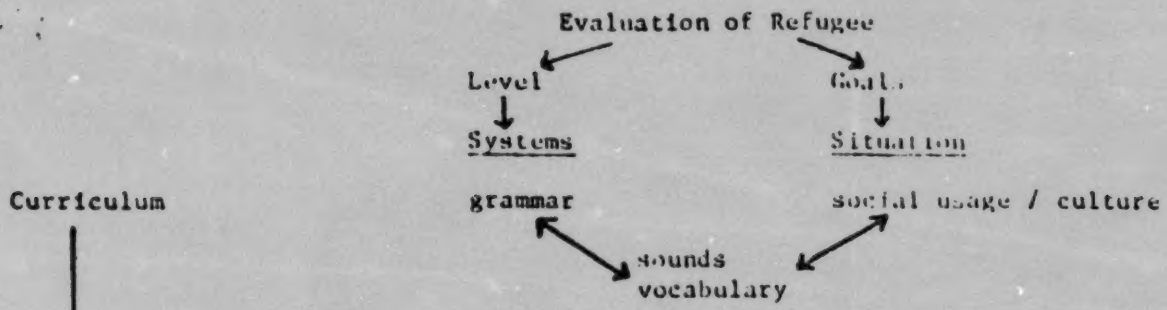
13. As a culmination to the dialogue you might like to ask questions to stimulate conversation or introduce a subject of study such as paying utility bills.

14. Try to provide a written copy of the dialogue so that the students can take it home and practice.

15. Dialogue teaching is fun and effective!

Additional hints about dialogues are forthcoming.

Generalized Curriculum and Lesson Plan



Lesson Plan		Activities@	Skills*	Contro
Objective				Teache
Review				
Pre-teach Present new (Explain)	Establish Meaning	Tangible object Action Context	L	
Practice		Drills	L-S	
Application - can be a way of evaluation - can be homework		Peer group activities Problem-solving Communicative exercises	L-S R-W L-S-R	Stude
Teacher self-review				

@See attached handout for elaboration.

*L-listening
S-speaking
R-reading
W-writing

*proportion determin level and goals

PRONUNCIATION

Most speakers of Spanish will have difficulty in the recognition and/or production of the following English vowel sounds:

(iy) vs (i) (beat/bit)
(i) vs (ə) (bit/but)
(ey) vs (e) (bait/bet)
(e) vs (æ) (bet/bat)
(e) vs (ə) (bet/but)
(æ) vs (a) (bat/but)
(a) vs (a) (cut/cot)
(ə) vs (u) (buck/book)
(ɔ) vs (ɔ) (but/bought)
(ɑ) vs (ow) (cot/coat)
(ɑ) vs (ɔ) (cot/caught)
(u) vs (uw) (pull/pool)
(u) vs (ow) (could/code)

CONSONANT SOUNDS

(M) vs (ŋ) (ham/hang)
(p) vs (b) (pack/back)
(hw) vs (h) (whck/hack)
(w) vs (hu) (wac/whack)
(w) vs (g) (wag/gag)
(f) vs (θ) (fane/thane)
(v) vs (b) (vat/bat)
(θ) vs (t) (thank/tank)
(θ) vs (s) (thank/shank
(θ) vs (s) (thank/sank)
(ð) vs (θ) (thy/thigh)
(ð) vs (d) (than/dan)
(ð) vs (z) (then/zen)
(s) vs (s) (Sack/shack)
(s) vs (z) (Seal/zeal)

(č) vs (š) (chatter/shatter)

(ǰ) vs (ž) (Jack/shack)

(ǰ) vs (č) (jest/chest)

(j) vs (y) (jam/yam)

ADULT CUBAN IMMIGRANT PROJECT
PREVOCATIONAL ESL CURRICULUM DESIGN

BASIC LEVEL ESL	INTERMEDIATE LEVEL ESL	ADVANCED LEVEL ESL
ESL for Adult Competency I Curriculum Guide for ESL I Everyday English I & II A Conversation Book in Everyday English I ESL Workbook I Pronunciation Drills	ESL for Adult Competency II Curriculum Guide for ESL II Everyday English III & IV A Conversation Book in Everyday English II ESL Workbook II	(Modern American English Book 5-6) Individual Vocational Packets and adaptations to curriculum
LIFE COPING SKILLS:		
ESL for Adult Competency I Curriculum Guide for ESL I Everyday English I & II	ESL for Adult Competency II Curriculum Guide for ESL II Everyday English III & IV	
EMPLOYABILITY SKILLS:		
Application Forms Individual Counseling Lap Packets in Vocational/ Technical Language	Job Application Language (ESL Teacher) Employability Skills Series (OS) The Work Series (OS) Using the Want Ads (ESL) My Job Application File (ESL)	
TEST INSTRUMENTS		
STEL 100-200 OPI 1+ -2 INTAKE + INVENTORY	STEL 200-300 OPI 2+ INTER ENG LEVEL 3 BVOPT	STEL 300-500 OPI 3+ INTER LEVEL 4, 5 BVOPT

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*BEGIN VOCATIONAL/ESL 21

APPENDIX C

Follow Up Forms

Six Month Outreach Plan

ADULT CUBAN IMMIGRANT PROJECT

FOLLOW-UP VISITS

DATE: _____

STUDENT'S NAME: _____

ADDRESS: _____

TELEPHONE: _____ CENTER: _____

OCCUPATIONAL SPECIALIST: _____

PRESENT SITUATION: _____

_____

_____

_____

WORKDONE IN THIS VISIT: _____

_____

_____

_____

RECOMMENDATIONS _____

_____

_____

_____

FINAL RESULTS: _____

_____

_____

☐ PERSONAL CONTACT ☐ TELEPHONE CONTACT

_____ DATE _____

WORKER

_____

WORKER

OUTREACH PLAN
ADULT CUBAN IMMIGRANT PROJECT

January - June 1982

Dates	January to June	January	February	March	April	May	June
GOAL: Enroll new students	180	30	30	30	30	30	30
OBJECTIVE: Contact People	540	90	90	90	90	90	90
ACTIVITIES:							
I. Personal Contacts:							
Agencies	20	5	4	4	3	3	1
Businesses	30	5	5	5	5	5	5
II. Prospect Contacts:							
Computer Search	20	15	5	-	-	-	-
Agency Referrals	210	35	35	35	35	35	35
Door to Door Canvassing	240	40	40	40	40	40	40
Other Students Referrals	70	-	10	15	15	15	15
Court Probation Clients	18	3	3	3	3	3	3
III. Publicity:							
Distribute Promotional Materials		X	X	X	X	X	X
Press in La Magica		X			X		
Press Realease in Adult Educator		X			X		
Articles in El Noticiero		X			X		
" " El Imparcial		X	X				
" " La Prensa		X		X			
Cara a Cara Program		X					
IV. Attend Community Meetings		X	X	X	X	X	X
V. Receive Call In and Walk In Referrals		X	X	X	X	X	X
VI. Follow-up to Enroll Students		X	X	X	X	X	X

OUTREACH PLAN

ADULT CUBAN IMMIGRANT PROJECT — JULY - DECEMBER 1982

DATES	JULY TO DECEMBER	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
I. GOAL: Enroll New Students	30	5	5	5	5	5	5
OBJECTIVE: Contact People	60	10	10	10	10	10	10
ACTIVITIES:							
1. Personal Contacts:							
Agencies	15	3	3	3	2	2	2
Businesses	15	2	3	5	2	2	1
2. Prospect Contacts:							
Agency Referrals	15	3	2	1	3	3	3
Door to Door Canvassing	30	4	5	6	5	5	5
Other Students Referrals	13	2	2	3	2	2	2
Court Probation	2	1	1	0	0	0	0
3. Publicity:							
Distribute Promotional Materials	X	X	X	X	X	X	X
Press in "La Magica"	X		X	X	X		
Press in "La Semana"	X		X	X		X	

DATES	JULY TO DECEMBER	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
II. GOAL: Maintain Attendance at the Centers							
OBJECTIVE: Identify the Centers with possible attendance problems							
ACTIVITIES:							
1. Follow up the enrolled students by personal revisits and/or telephone calls		X	X	X	X	X	X
2. Visits to Centers to follow up on students progress, provide services and further motivate		X	X	X	X	X	X
III. GOAL: Improve student's competencies in life skills							
OBJECTIVE: Provide lessons on life skills							
ACTIVITIES:							
1. Small group lectures							
Consumer Economics		X	X	X	X	X	X
Utilizing Community Resources		X	X	X	X	X	X
Understanding Government and Law		X	X	X	X	X	X
Understanding Parent-Child Relationships		X	X	X	X	X	X
Other: U.S.Culture,Communications etc.		X	X	X	X	X	X
2. Pre-and-Post Test on Lectures				X	X	X	X

OUTREACH PLAN
ADULT CUBAN IMMIGRANT PROJECT

July - December, 1981

Dates	July to December	July	August	September	October	November	December
GOAL: Enroll new students	260	50	50	50	40	40	40
OBJECTIVE: Contact People	520	100	100	80	80	80	80
ACTIVITIES:							
I. Personal Contacts:							
Agencies	60	20	15	10	5	5	5
Businesses	70	20	10	10	10	10	10
Churches	15	5	5	5	--	--	--
Existing Students	40	40					
II. Prospect Contacts:							
Past Students	120	30	30	20	10	10	20
Computer Search	80	40	10	15	5	5	5
Past CETA Participant	70	10	10	10	20	10	10
Other Agency Referrals	110	10	20	20	20	25	15
Door to Door Canvassing Other Sources (Call In and Walk In)	140	10	30	15	25	30	30
III. Publicity:							
Distribute Promotional Materials		X	X	X	X	X	X
Press in La Majica		X			X		
Press Release El Noticiero			X	X		X	
Channel 9				X	X		
Channel 24			X	X			
Press Release							X
Adult Educator			X			X	
Newsletters			X	X	X		
Southside		X					
Sun Newspaper		X	X	X	X	X	X
Other Sources		X	X	X	X	X	X
IV. Attend Community Meetings		X	X	X	X	X	X
V. Receive Call In and Walk In Referrals		X	X	X	X	X	X
VI. Follow-Up to Enroll Students		X	X	X	X	X	X

OUTREACH PLAN

ADULT CUBAN IMMIGRANT PROJECT

JANUARY TO JUNE 1983

DATES	JAN. TO JUNE	JAN.	FEB.	MARCH	APRIL	MAY	JUNE
I. GOAL: Enroll New Students	10	4	2	2	1	1	-
OBJECTIVE: Contact People	30	12	6	6	3	3	-
ACTIVITIES:							
1. Personal Contacts:							
Agencies	10	10	-	-	-	-	-
Businesses	25	25	-	-	-	-	-
2. Prospect Contacts:							
Agency Referrals	10	4	2	2	1	1	-
Door to Door Canvassing	-						
Other Students Referrals	10	5	2	1	1	1	
Call in or Walk in	10	3	2	3	1	1	
3. Publicity:							
Distribute Promotional Materials	X	X	-	-	-		
Press in "La Magica"	X	X	-	-	-		
Press in "La Semana"	X	X	X	X			

DATES	JAN. TO JUNE	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
II. GOAL: Maintain Attendance at the Centers							
OBJECTIVE: Identify the Centers with possible attendance problems		X	X	X	X	X	
ACTIVITIES:							
1. Follow up the enrolled students by personal revisits and/or telephone calls		X	X	X	X	X	
2. Visits to Centers to follow up on students progress, provide services and further motivate		X	X	X	X	X	
III. GOAL: Improve student's competencies in life skills							
OBJECTIVE: Provide lessons on life skills							
ACTIVITIES:							
1. Small group lectures							
Utilizing Community Resources		X	X	X	X		
Understanding Parent-Child Relationships			X	X	X		
Income Tax Returns - Help the students with their Income Tax Returns		X	X	X	X		
2. Pre-and-Post Test on Lectures				X	X		

APPENDIX D

Intake Interview Form

OPI Rating Form

Coping Skills Inventory

Vocational Interest Inventory

Individual Education Plan (IEP)

ADULT CUBAN IMMIGRANT PROJECT
INTAKE INTERVIEW

A. Background Information

1. Personal:

a. Name:_____ Date of Birth_____ Sex:_____

b. Address:_____

c. Home phone:_____ Work phone:_____

d. Social Security Number:_____

e. U. S. Entry Date:_____

f. Parole Number:_____

g. Passport Number:_____

h. Comments:_____

2. Family Group:

a. Head of Household? Yes_____ No_____

b. How many members in household? _____

c. Number of Dependents:_____

d. Family gross income:_____

3. Education:

a. Years attended school from age 6:_____

b. Last Year you attended school:_____

c. Language of instruction:_____

d. In what country? _____

4. Work Experience:

a. Place of present employment:_____

b. Address of employment:_____

c. Date of employment:_____

d. Name of supervisor:_____ Phone No._____

e. Position title:_____ Hrs. per week:_____

f. Salary:_____

g. Duties:_____

B. Goals and Skills

1. Goals:

a. What is your reason for attending this class?

_____to learn English
_____to get a job
_____to get a better job
_____to become a smarter shopper
_____to become more aware of my community and its services

_____to learn how to contribute more to my community
_____to help others
Who?_____
With what_____
Other_____

b. Are you interested in training in some area? Yes_____No_____

If yes, indicate which area.

_____auto mechanics
_____art-drafting
_____carpentry
_____electronics
_____machine trades
_____brick laying
_____military
_____other_____

_____medical
_____cosmetology
_____sales
_____secretarial skills
_____typing
_____shorthand
_____bookkeeping
_____clerical work
_____office machines

c. Do you wish to improve any of your everyday living skills? Yes_____No_____

If yes, what skills interest you?

_____finding the best buy for the money
_____filling out forms (tax, catalog, applications, etc.)
_____opening, maintaining and balancing bank accounts
_____consumer information
_____dicovering legal rights
_____learning hou to receive benefits from community agencies
_____managing time, work and leisure
_____other_____

2. Skills

a. What skills do you have now?

_____mechanical
_____clerical - typing
_____artists - sing, dance, draw, etc.
_____work well with other people
_____homemaking skills - sewing, cooking
_____decorating, gardening, landscaping, etc.
_____other_____

b. Listed below are the general skills we teach
Circle the areas you have the most interest in learning:

-English -Reading -Writing -Speaking -Job seeking

ORANGE COUNTY
Department of Community and Adult Education
English as a Second Language

ORAL PROFICIENCY INTERVIEW
RATING FORM

Name of Speaker _____ Date _____

Name of Interviewer _____ Location _____

PROFICIENCY DESCRIPTION RATING	1.	2.	3.	4.	5.	6.	
Comprehension	4	8	12	15	19	23	
Fluency	2	4	6	8	10	12	
Structure	6	12	18	24	30	36	
Vocabulary	4	8	12	16	20	24	
Pronunciation	0	1	2	2	3	4	
			TOTAL				

LEVEL RANKING TABLE

Total	Level	Total	Level	Total	Level
16-25	0+	43-52	2	73-82	3+
26-32	1	53-62	2+	83-92	4
33-42	1+	63-72	3	93-99	4+

NUMERICAL RATING CORRELATION

OPI	0+	1	1+	2	2+	3	3+	4	4+
MATT	1	2	3	4	5	6	7	8	9

Interviewer's Comments

ADULT CUBAN IMMIGRANT PROJECT

PROYECTO PARA EMIGRANTES CUBANOS ADULTOS

Su opinión sobre las siguientes oraciones nos ayudará a conocer sus necesidades mayores.

1. Entender el sistema monetario es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

2. Comprar comestibles en un supermercado es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

3. Leer anuncios para encontrar un apartamento es:

_____muy fácil
_____Fácil
_____un poco fácil
_____nada de fácil

4. Llamar al encargado de la casa para pedirle que repare algo es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

5. Entender los reglamentos de las casas de apartamentos es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

6. Comprender el funcionamiento del cuerpo humano y cómo cuidar de él es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

7. Conseguir citas médicas, ayuda de emergencia y medicinas es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

8. Las leyes de tránsito de los Estados Unidos se pueden entender:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

9. Devolver o cambiar una pieza de ropa en una tienda por departamento es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

10. Comprar ropa adecuada para este clima es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de facil

11. Encontrar tiendas donde venden materiales por yardas (metros) es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

12. Obtener una tarjeta de la biblioteca para tomar libros prestados es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

13. Conseguir un certificado médico del sistema de salud pública es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

14. Obtener información sobre sitios donde cuidan niños es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

15. Aprender los caminos y direcciones en esta ciudad es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

16. Usar el sistema local de autobuses es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

17. Llenar una solicitud de empleo es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

18. Entender las deduccciones que le hacen de su salario es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

19. Entender el sistema de una cuenta de cheques es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

20. Usar los servicios de una estación de correos es:

_____muy fácil
_____fácil
_____un poco fácil
_____nada de fácil

ADULT CUBAN IMMIGRANT PROJECT
VOCATIONAL INTEREST INVENTORY

Valores: Seguidamente veran ustedes catorce (14) diferentes condiciones que todos nos gustan existan en nuestros trabajos. Revise la lista y escoja las cuatro (4) mas importantes para usted.

___1. Seguridad de empleo: Tener un trabajo estable en el cual sean pocas las probabilidades de ser despedido.

___2. Prestigio: Tener un trabajo que provea posición social y respeto

___3. Buen salario: Que le paguen bien por su trabajo.

___4. Logros altos: Hacer algo de importancia o tener éxito en un trabajo que sea difícil.

___5. Actividad Rutinaria: Un trabajo sin complicaciones y organizado, con la misma repetición.

___6. Variedad y diversidad: Tener la oportunidad de hacer diferentes tareas y no un trabajo aburrido.

___7. Creatividad: Tener un trabajo donde utilize la imaginacion y la inventiva.

___8. Trabajar con su mente: Un trabajo que lo estimule intelectualmente y le permita usar sus capacidades mentales.

___9. Independiente: Le permite ser su propio jefe, trabajar con sus ideas sin que otra persona lo este supervisando.

___10. Relacionandose con el público: Bregar directamente con otras personas, ayudandoles a resolver sus problemas.

___11. Liderazgo: Ser responsable de dirigir el trabajo de otros y tomar decisiones que los afecten.

___12. Actividad física: Donde mayormente se utilize el esfuerzo y la capacidad física.

___13. Trabajar bajo supervisión: Trabajar bajo la dirección de otros y que le digan que va a hacer.

___14. Trabajo manual: Donde utilize sus manos, máquinas o herramientas para hacer o arreglar cosas.

ADULT CUBAN IMMIGRANT PROJECT
VOCATIONAL INTEREST INVENTORY

HABILIDADES

___1. Habilidad artistica: Talento para el dibujo, la decoracion, el diseno y la pintura.

___2. Habilidad musical: Cantar, tocar algun instrumento, composición musical, baile.

___3. Habilidad matemática: Facilidad para resolver problemas matemáticos y utilizar un buen razonamiento en la aritmetica

___4. Habilidad científica: Comprensión de los principios científicos y trabajar con experimentos de laboratorio.

___5. Habilidad mecánica: Trabajar con herramientas y maquinas, entender su funcionamiento y hacer reparaciones.

___6. Habilidad Manual: Trabajar con sus manos como en labores físicas, también costura y bordado.

___7. Habilidad social: Le es fácil trabajar y relacionarse con otras personas y le consideran ser una persona amistosa.

___8. Habilidad para enseñar: Instruir o enseñar a otros realizar alguna actividad.

___9. Habilidad para el liderato: Capacidad para dirigir actividades en grupos, organizar y desarrollar proyectos diversos. Otras personas le buscan a usted para que ayude a realizar algo.

___10. Habilidad en trabajo de oficina: Mecanografía, puede manipular diversas maquinas de tipo comercial, taquigrafía, es bien organizado en su trabajo.

INDIVIDUALIZED EDUCATION PLAN, ORANGE COUNTY PUBLIC SCHOOLS
ADULT CUBAN IMMIGRANT PROJECT

Student _____ I.E.P. Date _____ OP Status _____

Center _____ O.P.S. _____ ESL Teacher _____

TEST PERFORMANCE

TEST	DATE	LEVEL SCORE	COMMENT

AGENCY INVENTION	DATE	SERVICES	

PROJECT/ESL/VOCATIONAL SERVICE CLASS	DATE	COMMENT

OCCUPATIONAL STATUS CHANGE - DATE

45

ANNUAL GOALS -- ESL	MET
1.	
2.	
3.	
4.	
5.	

CAREER RELATED GOALS	MET	COMMENTS

46

169

TEST	DATE RE-TEST	RESULT	COMMENT

170

47

48

Additional Comments

ANNUAL GOAL: Student:

Projected beginning date	Actual beginning date	SHORT RANGE OBJECTIVES Leading to the Annual Goal — OBJECTIVE:	Projected ending date	Actual date mastered
		1.		
		2.		
		3.		
		4.		
		5.		
		6.		
		7.		
		8.		
		9.		
		10.		
		11.		
		12.		

GOAL DEVELOPMENT Include one page for each Annual Goal.

METHODS & MATERIALS	OBJECTIVE: 1	2	3	4	5	6	7	8	9	10	11	12	Date:	COMMENTS

OC-81-A600012

APPENDIX E

Course Outline for VESL for Kitchen Occupations

Course Outline for VESL for Auto Mechanics

Coping Skill Planning Index

Employability Skills for the Teacher

Employability Skills Curriculum

Vocational Vocabulary

English Language Certificate

ADULT CUBAN IMMIGRANT PROJECT

VESL FOR KITCHEN OCCUPATIONS

Mid-Fla - Room 716

Monday-Wednesday-3rd.Quin

Week 1	Jan. 27	Wednesday	Orientation and Careers
	Feb. 1	Monday	Food Terminology/Personal Appearance
	Feb. 3	Wednesday	" " " "
Week 2	Feb. 8	Monday	Weights and Measurement
	Feb. 10	Wednesday	" " "
Week 3	Feb. 15	Monday	Actual Weighing and Measuring Conversion
	Feb. 17	Wednesday	" " " " "
Week 4	Feb. 22	Monday	Tools
	Feb. 24	Wednesday	"
Week 5	Mar. 1	Monday	Tools/Review
	Mar. 3	Wednesday	" "
Week 6	Mar. 8	Monday	Sanitation and Fire Safety Mini Mid Term
	Mar. 10	Wednesday	" " " " " " "
Week 7	Mar. 15	Monday	Major Equipment/Sanitation
	Mar. 17	Wednesday	" " "
Week 8	Mar. 22	Monday	Job Process
	Mar. 24	Wednesday	" "
Week 9	Mar. 29	Monday	Review
	Mar. 31	Wednesday	Final Exam and Graduation

*Wednesday - Arsenio Lugo, Occupational Specialist will be in class.
Monday - Mrs. Little
Wednesday - Mr. Krotky

ESL FOR AUTOMECHANICS

Table of Contents

UNIT I SAFETY

Lesson 1 General Safety
Lesson 2 Shop Safety
Lesson 3 Hand Tools

UNIT II BASIC HAND TOOLS

Lesson 1 Pliers
Lesson 2 Hammers
Lesson 3 Chisels and Punches
Lesson 4 Screwdrivers
Lesson 5 Files
Lesson 6 Socket sets
Lesson 7 Wrenches

UNIT III BASIC SHOP EQUIPMENT

Lesson 1 Lifting Equipment
Lesson 2 Cleaning Equipment
Lesson 3 Air Equipment
Lesson 4 Other Lifting Equipment

UNIT IV MEASURING TOOLS

Lesson 1 Steel Rules and Tapes
Lesson 2 Other Measuring Tools
Lesson 3 Measurement

UNIT V PARTS OF THE CAR (UNDER DEVELOPMENT)

UNIT VI JOB PROCESS

A Curriculum for the Instruction of Basic Coping Skills to Pre-Vocational English as a Second Language Students

Coping Skills

1. Definition: Oral Language patterns and vocabulary required in real-life situations

2. Pre-Requisites:

    1. Ability to understand, speak, read, and write basic English

    2. Ability to work individually and in small groups

3. Materials: (Placed in order of Preference)

Textbook - English for Adult Competency, Book One
Prentice - Hall, Inc.
1981
Code Name = EAC I

Workbook - Everyday English, Book One
Voluntad Publishers, Inc.
1980
Code Name = EE I

Everyday English, Book Two
Voluntad Publishers, Inc.
1980
Code Name = EE II

Textbook - English as a Second Language
Curriculum Guide Level I
State of Florida
Department of Education
1980
Code Name = ESL I

Workbook - English as a Second Language
Workbook Level I
State of Florida
Department of Education
1980
Code Name - ESL W I

Textbook - Speak English! Text One
and Institute of Modern Languages, Inc.
Workbook 1980
Code Name = SE I

ADULT CUBAN IMMIGRANT PROJECT

UNITS	INSTRUCTION TIME	BOOKS AND PAGES							HANDOUTS/ A.V. MATERIAL	RESOURCE PEOPLE
		EAC II	EE III	EE IV	ESL II	ESLW II	SE I	SE II		
I. Introduction	2 hours									
1. Objectives									X	
2. Methodology									X	
3. Materials									X	
II. Food and Money	12 hours									
1. Grocery Ads, Grocery Shopping, Coupons		27-31			58-72	47-50			X	
2. The Supermarket		32-37	77-87		56-57	43-44			X	
3. Comparison of Food Quantity		38-40			59	45				
4, Asking for Change		41	78							
5. Eating Out/Tipping		42-46							X	
6. Following Recipes					47-55	36-42			X	
III. Housing	15 hours									
1. Looking for an Apartment		100				66				
2. House Ads		102							X	
3. Renting an Apartment, Buying a House		101			94-101 104-115	64-65 68-73			X	
4. House Rules		104-106								
5. Utility Hook-Ups		107			127-133	80-85				
6. House Repairs		108-110								
7. Household Appliances					118-124	75-79				
8. Payment of Utility Bills					144-155	89-99			X	
IV. Health Care/Safety	9 hours									
1. More Parts of the Body		56								
2. Describing Symptoms		55;57								
3. Making Doctor's Appointment		58								
4. At the Doctor's Office		61								
5. At the Dentist's Office		65								
6. Medicine		59;64								
7. Nutrition			87-88							
8. Safety at Home		68-69							X	
9. Emergency Telephone Numbers		66-67								

ADULT CUBAN IMMIGRANT PROJECT

BOOKS AND PAGES

UNITS	INSTRUCTION TIME	EAC II	EE III	EE IV	ESL II	ESLW II	SE I	SE II	HANDOUTS/ A.V. MATERIAL	RESOUR PEOPL
V. Transportation	12 hours									
1. Understanding Directions		76-78							X	
2. Using the Bus		79-82			4	1-6			X	
3. Having the Car Serviced		83-84								
4. Emergency Car Repairs		85-87								
5. Traffic Regulations		88-91			26-46	18-35				
6. Buying a Car		92-94								
7. Air Travel					11-25	7-17				
VI. Clothing	9 hours									
1. Department Stores			38-42							
2. Buying Clothes		115;118; 121	43-45							
3. Caring for Clothes		119			87-93	61-63				177
4.Charge Accounts		122								
5. Layaway		116								
6. Buying from Catalog		123-125							X	
7. Sewing					73-86	51-60			X	
VII. Consumer Resources	9 hours									
1.Newspaper		178-188		52-64					X	
2. Education					237-249	166-174			X	
3. Public Library		172		20-31	250-254	178-184			X	
4. Small Stores, Shops			52-61						X	
5. Recreation		171;174		11-19	255-263	175-177			X	
				32-40		185-194				
6. Consumer Complaints		170							X	
7. Legal Aid		168			264-269	195-200			X	
8. Public Mental/Physical Health Services					270-274	201-203			X	58
9. Community Protection Agencies			14-23						X	X
10. Charitable Organizations					275-279	204-205			X	
11. U.S. Government Services		182-186			280-285	206-208			X	X

UNITS	INSTRUCTION TIME	BOOKS AND PAGES							HANDOUTS/ A.V. MATERIAL	RESOURCE PEOPLE
		EAC II	EE III	EE IV	ESL II	ESLW I I	SE I	SE II		
VIII .Job Seeking	15 hours									
1. Looking for Job		132;135								
2. Finding a Job		133							X	
3. An Appointment for an Interview		136								
4. Hours, Salary, Benefits, Duties		137			197-205; 211-236	137-138 149-165				
5. The Interview		138-141			179-196	117-136				X
6. Follow-Up Call		142								
7. Keeping/Losing a Job					206-211	144-148				
IX. Banking and Postal Services	6 hours									
1. Savings Account		151			156-165	100-110				
2. Checking Account		152-155			156-165	100-110				
3. Loans		156-157			167-178	111-116				
4. Postal Service		24-26								
5. Lost Packages		158							X	
6. Registering/Insuring Mail		160-162			286-294	209-215				
X. Animals	3 hours									
1. Names of Animals			93-95							
2. Classes of Animals			96-100							
3. Male, Female, and Baby Animals			101-103							
4. The Pet Shop			100-101							
XI. Citizenship (If desired)	6 hours									
1. Alien Address Reports					295-300	216-221			X	
2. Naturalization Exam/ Petition for Naturalization					301-325	222-236			X	

ADULT CUBAN IMMIGRANT PROJECT

EMPLOYABILITY SKILLS FOR THE ESL TEACHER

To the teacher: You together with the OPS and the student are best able to determine the level at which to begin with your students. Below, please find listed the books (that you have), their abbreviations and the pages. Remember, you decide which lessons are pertinent for your students. Please note the employability skill that you teach on your IEP form.

To introduce the "Basics" of Employability, may we suggest the following books:

English for Adult Competency
Book I - EAC I
pp 121-138

A Conversation Book in Everyday
English - CON I
pp 116-128

ESL County Student Workbook I
ESLWI
pp 155-165

Application Forms - APP I
Selected forms

For the student who has some knowledge and experience of getting a job and filling out applications and the American world of work, we suggest:

English for Adult Competency
Book II EAC II
pp 130-148

A Conversation Book in Everyday
English Book II CON II
pp 84-103

ESL County Student Workbook II
ESL W. II
pp 117-166

Job Application Language
JAP used in coordination with Job Application File

Job Application File
JAF used in coordination with Job Application Language

Using the Want Ads'
UWA seleted parts

ADULT CUBAN IMMIGRANT PROJECT

BOOKS AND PAGES

UNITS	INSTRUCTION TIME	EAC I	EE I	EE II	ESL I	ESLW I	SE I	SE II	HANDOUTS/ A.V. MATERIAL	RESOURCE PEOPLE
I. Introduction	3 hours									
1. Overview of life in U.S.									X	
2. Introduction to Orlando									X	
3. Objectives									X	
4. Methodology									X	
5. Materials									X	
II. Food and Money	12 hours									
1. U. S. Currency		39		48-54	61-64	57-64	18-25			
2. Food items and Shopping		27-34			106-110	128-133	11-17			
3. Sales and Sales Resistance									X	
4. Coupons									X	
5. U.S Weights, Measurements and Temperature		35-39			87-100	97-117				
6. Eating out/Tipping		40-43			101-105	118-127				
II. Housing	12 hours									
1. Kinds of Dwellings		86-88		76-80					X	
2. Advertisements		85-87		77; 102-104	124				X	
3. Deposits		85							X	
4. Leases/Liabilities									X	
5. Apartment Rules		90-92								
6. Different Rooms/Vocabulary		89		81-84	121-123	151-153	63-67			
7. Home Furnishings		89		85-92	121-123	153	67-69			
8. Housewares		98-99		93-102	119-121	147-150				
9. Repairs		93-96								

ADULT CUBAN IMMIGRANT PROJECT

BOOKS AND PAGES

UNITS	INSTRUCTION TIME	EAC I	EE I	EE II	ESL I	ESLW I	SE I	SE II	HANDOUTS/ A.V. MATERIAL	RESOURCE PEOPLE
IV. Health Care/Hygiene	15 hours									
1. Parts of Body		51-53	29-43							
2. Description of Health		51;52 54	59-63					1-4		
3. Reading Thermometer		58								
4. Physical Appearance					57-60	51-52				
5. Nutrition									X	
6. Making Doctor's Appointment		55-56								
7. Health Examination Record		57						5-6		
8. Health Insurance									X	
9. At the Doctor's Office			64-68							
10. At the Dentist's Office		59	69-78							
11. Medicine/Drugstores		60-62	79-95					11-20		
12. Emergency Phone Numbers		63							X	
V. Transportation	9 hours									
1. Methods of Transportation		69-73		55-65			40-44			X
2. Mass Transportation Schedules									X	
3. Car Care & Driving Regulations		74-77		65-70	65-67; 111-114	65-66; 71; 134-142	48-52			X
4. Car Insurance									X	
5. Travel Arrangements		78-80		73-75					X	
6. Geographical Directions					68-75	67-68; 74-80	44-46		X	
VI. Clothing	9 hours									
1. Articles of Clothing		105-110	44-48		80-82	88-92				
2. Appropriate Clothing			48-58							X
3. Purchasing Clothes		107-108			83-86	93-96		45-54		
4. Exchanging		106								
5. Buying Fabrics		111-113								
6. Clothing Care		115-116								

ADULT CUBAN IMMIGRANT PROJECT

UNITS	INSTRUCTION TIME	BOOKS AND PAGES							HANDOUTS/ A.V. MATERIAL	RESOUR PEOPL
		EAC I	EE I	EE II	ESL I	ESLW I	SE I	SE II		
VII. Community Resources	6 hours									
1. Library		157-158								
2. Educational Institutions									X	
3. Parks/Recreation		159-164							X	
4. Public Health Services		166							X	
5. Hospitals									X	
6. U. S. Government Services/ Agencies		165-169							X	X
7. Legal Aid		167							X	
8. Charitable Organizations									X	X
9. Churches									X	
10. Small Stores									X	
11. Emergency Assistance									X	
VIII. Job Seeking	12 hours									
1. Occupations		128-129		108-113	125-127	155-165				
2. Want Ads.		123-125		116	128-130			57-60		
3. Résumé				114-115				69		
4. Job Application		135						68		
5. The Interview		127-132		117-119				65-74	X	X
6. Follow-up Call		133								
7. Paycheck Explanation		134								
IX. Banking and Postal Service	6 hours									
1. Opening and Maintaining Bank Accounts		141-143								X
2. Checks		144								
3. Money Orders		145								
4. Budget									X	
5. Bills									X	
6. Post Office Vocabulary		148-149								
7. Different Classes of Mail		147-150						75-78		

A Curriculum for the Instruction of Employability Skills to Pre-Vocational English as a Second Language Students

Employability Skills

Definition: Non-technical, cross-vocational skills related to obtaining and maintaining a job.

Pre-Requisites:

1. Ability to understand, speak, read, and write basic English
2. Ability to read Spanish and/or English at the fifth grade level.
3. Ability to work individually.

Materials:

The Employability Skills Series (6 books)
State of Florida
Department of Education
Division of Vocational Education
November, 1979

1. Choosing an occupation
2. Personal Finances
3. Your Job Search
4. Applying for a Job
5. Good Work
6. Job Changes

UNITS	BOOK/PAGES	INSTRUCTION TIME
I. Introduction to Course	Instructor's Guide	3 hours
1. Objectives	1-7	
2. Methodology	1-7	
3. Materials	1-7	
4. Overview of vocations	1-7	
II. Choosing an Occupation	Choosing an occupation	6 hours
1. Information about self	10-14	
2. Abilities	15-28	
3. Receiving job information	32-56	
4. Application of job information	49-60	
5. Comparison of personal traits & job	65	

UNITS	BOOK/PAGES	INSTRUCTION TIME
III. Personal Finances	Personal Finances	12 hours
1. Paychecks: benefits, taxes, deductions	8-18	
2. Shopping strategies	74	
3. Credit	77-84	
4. Budgets	87-104	
5. Insurance	107-112	
6. Banking	115-136	
7. Checks	149-168	
IV. Job Search	Job Search	9 hours
1. Social Security	6-7	
2. Personal Fact Sheet	10-11	
3. Job Sources	15-31	
4. Want Ads	34-42	
5. Contacting Employers	47-49, 56-61	
6. Letter Requesting Applications	51-55	
V. Applying for a Job	Applying for a Job	12 hours
1. Necessary Papers	15-18	
2. Resume	23-28	
3. Job Application	32-59	
4. Interview	70-86	
5. Follow-up Letter	93-98	
6. Pre-Employment test	102-108	
7. Deciding to accept job	109-112	
8. Income tax information	Personal Finances 23-63	
VI. Good Job	Good Job	3 hours
1. Absent/tardy	10-18	
2. Seeking assistance	24-28	
3. Use of telephone	43-45	
4. Completing a task	20;51-53;67-68;71-72	
5. Following instructions and completing a task	73-75	
VII. Job Changes	Job Changes	3 hours
1. Advancement	11-27	
2. Resignation	31-57	
3 Termination, what to do	67-71	

THE AUTOMOBILE MECHANIC

1. ability to communicate to customers.....habilidad para comunicar a los clientes (ej: qué problema tiene su automóvil)
2. above average mechanical aptitude.....aptitud mecánica sobre lo promedio
3. accesories.....accesorios
4. adaptability.....adaptabilidad
5. adjust.....ajustar
6. adjust brakes.....ajuste de frenos
7. adjust parts.....ajuste de piezas
8. air conditioning.....aire acondicionado
9. air gauge.....calibrador de aire
10. airplane mechanic.....mecánico de aviación
11. align front wheels.....alineamiento de ruedas delanteras (tren delantero
12. anti-friction bearings.....puntos de apoyo; cojinetes; soportes de
13. antique automobiles.....automóviles antiguos (antifricci
14. automobiles of the past and present.....automóviles del pasado y del
15. automobile parts.....piezas de automóvil (presente
16. automobile repair shop.....taller de reparación de automóviles
17. average inteligence.....inteligencia promedio
18. ball bearings.....cojinete de bolas
19. battery tester.....probador de baterías
20. bearings.....cojinetes; soportes
21. bevel gear.....engranaje cónico
22. brakes.....frenos
23. braking devices.....aparato, dispositivo de frenos
24. broken.....roto
25. bumper.....parachoques, paragolpes, defensa
26. bumps.....porrazos, choques; protuberancias
27. carburator.....carburador
28. cardinal numbers.....números cardinales
29. cars.....coches, máquinas, automóviles
30. caution.....precaución
31. change oil filters...cambiar filtros del aceite
32. change oil.....cambiar el aceite
33. change spark plugs.....cambiar bujías de encendido
34. chassis.....chasis, armazón
35. clean and adjust carburator.....limpiar y ajustar el carburador
36. clutch.....embrague
37. customer.....cliente
38. cylinder.....cilindro
39. dashboard.....tablero de instrumentos
40. date the guarantee will expire.....fecha de expiración de la garantía
41. dealer (DLR).....comerciante, negociante
42. defective parts.....piezas defectuosas
43. department.....departamento
44. dependability.....confiabilidad
45. Diesel engine.....motor Diésel
46. Diesel mechanic.....mecánico de motores Diésel
47. disassemble engine.....desarmar el motor
48. doors.....puertas
49. duties.....deberes
50. electrical parts ....piezas del sistema eléctrico
51. electrical syst ....sistema eléctrico

52. engine.....motor
53. exhaust system.....sistema de succión, extracción
54. exhaust valve.....válvula de escape
55. exterior.....exterior
56. fastest automobiles.....automóviles que corren más aprisa
57. fender.....guardalodos; guardafangos
58. filling station.....gasolinera
59. filters.....filtros
60. floor.....piso
61. flush radiator.....limpiar el radiador con presión de agua
62. flammable.....inflamable
63. formal apprenticeship.....aprendizaje formal
64. friction.....fricción
65. fuel conservation.....conservación de combustible
66. fuse.....fusible
67. gas.....gas; gasolina
68. gasket.....relleno, empaquetadura
69. gasoline.....gasolina
70. gear.....engranaje
71. generator.....generador
72. go to town.....ir a la ciudad
73. go to work.....ir al trabajo
74. good manual dexterity.....buena destreza manual
75. good physical health.....buena salud física
76. grille.....enrejado
77. grind valves.....acentar las válvulas
78. guarantee.....garantía
79. hazards.....peligros, riesgos
80. helical gear.....engranaje helicoidal
81. honesty.....honestidad; honradez; franqueza
82. hood.....bonete, cubierta del motor
83. hoses.....mangas; tubos de goma
84. horsepower.....caballos de fuerza
85. hydraulic brake.....freno hidráulico
86. hydraulic jack.....gato hidráulico
87. hydraulic lift.....aparejo, gancho hidráulico
88. idle speed.....con el auto casi detenido
89. ignition.....ignición, encendido
90. ignition switch.....llave del encendido
91. ignition system.....sistema de encendido
92. ignition timing.....tiempo de encendido
93. indifference to dirty hands and clothes.....indiferencia hacia el ensuciar las manos y la ropa en el trab
94. injuries.....daños, lesiones
95. inspect hoses.....inspeccionar mangas
96. install new brakes....instalar frenos nuevos
97. install parts.....instalar piezas
98. instrument panel.....panel de instrumentos
99. interior.....interior
100. internal combustion engine.....motor de combustión interna
101. jack.....gato
102. leisure time.....horas (tiempo) libres
103. length of the guarantee.....espacio de tiempo cubierto por la garantía
104. liters.....litros
105. lubricant.....lubricante
106. lubricate chassis.....lubricar el chasis
107. lubrication.....lubricación
108. low truck.....camión bajo

109. machine.....máquina
110. major oil producing companies.....compañías más grandes productoras de petróleo
111. mallet.....mazo, maceta
112. marine engine.....motor marino
113. mechanic.....mecánico
114. mechanic at work.....mecánico de servicio
115. mechanism.....mecanismo
116. motor.....motor
117. motorcycle mechanic.....mecánico de motocicleta
118. mounted.....montado
119. muffler.....silenciador("mofler")
120. newest models.....modelos (de automóvil) más nuevos
121. odometer.....odómetro
122. oil....aceite
123. oil filler cap.....tapón del tanque de gasolina
124. on the job training.....entrenamiento en, y mientras trabaja
125. options.....opciones
126. overhaul engine.....reacondicionar el motor
127. overhaul transmission.....reacondicionar la transmisión
128. owner's manual.....manual del automóvil para el dueño
129. paint.....pintura
130. patience.....paciencia
131. perform tune-up.....hacer funcionar una máquina(automóvil) para poner en (punto
132. personal qualifications.....cualidades personales
133. pinion drive.....transmisión por engranajes
134. pint.....pinta
135. piston.....émbolo, pistón
136. piston rings.....anillos de empaquetadura del émbolo; aro de pistón
137. pliers.....alicates
138. problem-solving ability.....habilidad para resolver problemas
139. procedures.....procedimientos
140. problems with automobiles.....problemas con los automóviles
141. quart.....cuartillo
142. radiator.....radiador
143. rack and pinion.....engranaje de cremallera y piñón
144. rear axle.....eje trasero
145. rear end.....parte trasera
146. refrigeration mechanic.....mecánico de refrigeración
147. related careers.....oficios relacionados
148. reliance upon automobiles.....depender de los automóviles para la (transportación
149. repair clutch....reparar el embrague
150. repair parts.....reparar piezas
151. replace.....reemplazar
152. routine automobil service.....servicio(inspección)de rutina a los automóvil
153. restore to proper operating condition....restaurar, reparar para una condición apropiada de operación
154. rust.....moho
155. screw drivers.....destornilladores
156. seal.....sellar
157. seats....asientos
158. seep.....filtrar, colar
159. side mirror.....espejo lateral
160. slippery.....resbaloso
161. specialize in a certain field of repairs....especializarse en cierto aspec (campo) de reparaciones
162. sponge.....esponja
163. steering column.....varilla del guía
164. steering wheel.....guía

Cont.....The Automobile Mechanic

165. streaks.....rayaduras; líneas de varios colores
166. tail light.....luz o farol de cola
167. tail pipe.....tubo de escape
168. tire.....goma
169. timing light.....luz especial para poner en tiempo el carro
170. torch.....antorcha
171. tow.....remolcar
172. training.....entrenamiento
173. transmission.....transmisión
174. trunk.....cajuela,baúl, maletero
175. turn signal.....señal para virar
176. wages.....salario
177. wax.....cera
178. wheel.....guía (rueda)
179. whisk broom.....escobilla
180. window.....ventana
181. windshield.....parabrisas
182. windshield wiper....limpia parabrisas
183. wrench.....llave inglesa

Adult Education
The School Board of Orange County
Certificate of English Competency

This is to certify that

_____

has mastered the _____ **level of**

English as a Second Language

Given this _____ *day of* _____, *one thousand nine hundred*

and _____ *at* _____

_____ _____

PROJECT ADMINISTRATOR TEACHER

ADULT CUBAN IMMIGRANT PROJECT
BASIC LEVEL ESL CERTIFICATE
COMPETENCIES

_____I. Student is able to understand, speak, read, and write appropriate English in the following survival situations:

Survival Skills

___Personal Identification
___Telling Time
___Shopping for Groceries
___Transportation Services
___Seeking and Maintaining Housing
___Maintaining Health and Seeking Medical Assistance when needed

Grammatical Structures

___Present Tense (I work)
___Past Tense (I worked)
___Modals: Polite Request (Would you please repeat that?)
___Future Tense (I will work)
___Present Continuous Tense (I am working)
___Compound Sentences(I am working during the day and I am studying at night.)

____II. Student is aware of available social services.

___III. Student is aware of the accepted U.S. behavior in the following situations:

___Addressing People
___Greetings and Leave-Takings
___Making and Maintaining Appointments/Schedules
___Dining in Restaurants

____IV. Student is aware of the following employability skills:

___Choosing an Occupation
___Completing an Application

APPENDIX F

ADULT CUBAN IMMIGRANT PROJECT
PUBLICITY MATERIALS

1)

Cubano Refugiado

¿Quiere aprender inglés?

¿ para mejorar empleo, vivienda, carro ? ¿Sí ?

Para información

Llama 857-2553

ORANGE COUNTY SCHOOL BOARD
ADULT CUBAN IMMIGRANT PROJECT

* Se habla español

ATENCION CUBANOS

Refugiados

¿Necesitas clases de inglés?

¿cerca de tu casa?

Para Información

Llama

857-2553

ORANGE COUNTY SCHOOL BOARD
ADULT CUBAN IMMIGRANT PROJECT

Se habla español

ADULT CUBAN IMMIGRANT PROJECT
TEL. 857-2553

ADULT CUBAN IMMIGRANT PROJECT
TEL. 857-2553

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TEL. 857-2553

ADULT CUBAN IMMIGRANT PROJECT

¡ATENCIÓN!

CUBANO REFUGIADO

NECESITAS VIVIENDA,
CONSEGUIR EMPLEO,
UN AUTOMÓVIL ?

Te enseñamos como,
aprendiendo inglés o un oficio

LLAMA AL TEL. 857-2553

ORANGE COUNTY SCHOOL BOARD
ADULT CUBAN IMMIGRANT PROJECT

ADULT CUBAN IMMIGRANT PROJECT
TEL. 857-2553

ADULT CUBAN IMMIGRANT PROJECT
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TEL. 857-2553

ADULT CUBAN IMMIGRANT PROJECT

AUGUST, 1981

The following publications were accomplished in August, 1981:

1. Bulk rate post cards on interests of Cuban refugees.

ORANGE COUNTY PUBLIC SCHOOLS
ADULT CUBAN IMMIGRANT PROJECT

Marque con una X los aspectos que le interesan:

Encontrar empleo ☐ Administrar bien mis ingresos ☐

Saber comprar ☐ Poder entender los documentos ☐

Entender y que me entienda mi doctor ☐ Hacer amistades y comprender a mis jefes y compañeros de trabajo ☐

Aumentar mis ingresos para poseer automóvil ☐

Lograr mi ciudadanía y reclamar a la familia que dejé en Cuba ☐ Poder disfrutar del cine ☐

Aprender un oficio y recibir la licencia ☐

No cometer errores sancionados en Estados Unidos ☐

Quiero inscribirme en vuestras clases ☐

Mi nombre es:_____ Tel._____

Dirección:_____

_____

2. Advertising for classes through "El Sombrero" (newsletter for residents of Spanish Villas Apartments).

ATTENCION CUBANOS

REFUGIADOS

NECESITAS CLASES DE INGLES?

CERCA DE TU CASA?

PARA INFORMACION

LLAMA 857-2553

ORANGE COUNTY SCHOOL BOARD
ADULT CUBAN IMMIGRANT PROJECT

SE HABLA ESPANOL

3. Publication of Introduction of Project and classes by Otto Meruelo for the following medias:

A. La Magica - Radio Station
B. El Noticiero - Newspaper
C. La Prensa - Newspaper
D. El Imparcial - Newspaper

El Imparcial

Un Programa Federal De Inglés Para Cubanos

Por Otto Meruelo

Para los Cubanos que llegan a Estados Unidos, al igual que para todos los exiliados, el problema fundamental en su adaptación y progreso dentro del modo de vida americano es el dominio del idioma inglés. Para obtener trabajo, para poder responder las preguntas y datos que se exigen en las solicitudes o "aplicaciones" de empleo, para ser asistidos en los hospitales, para comprar alimentos y vestidos, para alquilar una vivienda, para todo lo que implica las esenciales relaciones de comunicación humana, el inglés—en los Estados Unidos--es indispensable y cuando no puede hablarse y entenderse con facilidad, el ser humano, el extranjero se encuentra con una "barrera" que lo limita y lo priva de las oportunidades de alcanzar un nivel satisfacorio de vida.

El gobierno de Estados Unidos, a través del sistema educativo ha intentado solucionar esta dramatica situación que confrontan los exiliados. El llamado "bilingüismo" por el que tanto han luchado las minorías étnicas hispanas—no siempre con logros positivos—es tema muy debatido y, a veces, muy poco alentado en los presupuestos estatales y federales. Mucho del dinero público que se ha destinado a explicar el inglés como segundo idioma, se ha convertido en inútil instrumento al medirse los resultados o metas reales que han podido lograrse. Pero si han existido frustraciones y desalientos, sin embargo, la necesidad de que los cubanos—y otros núcleos de origen hispano—aprendan el inglés sigue martillando como una tremenda realidad, inclusive si se quiere preservar a la población de este país de los peligros que puedan derivarse, llegando hasta el delito, de los grupos que desesperados al no obtener trabajo, vivienda, automóvil y todo cuanto posee el que conoce el idioma y la educación propia de Estados Unidos, se sienten traumatizados y reaccionan con la violencia como brutal arma de protesta social.

El Orange County Public Schools ha concebido, con generosos propósitos de servicio social, un proyecto de programa para enseñar inglés, gratuitamente, a los cubanos adultos que han entrado desde agosto de 1979 a nuestros días, en los Estados Unidos, escapados del infierno comunista imperante en Cuba. Se trata de un plan, que ya ha comenzado a funcionar, en el que han combinado las técnicas más modernas de enseñanzas del inglés, con una sabia distribución en Orange County de clases impartidas por entusiastas maestras verdaderamente "bilingües" en centros escolares que estén ubicados en las áreas cercanas a donde existen las mayores concentraciones de cubanos domiciliados. Por el momento ya hay aulas en el Colonial High School en Oleander Drive, en Good Shepherd Church en Oleander Drive, en Orlando Vocational Center en 301 W. Amelia (frente a la Greyhound) y en Mid Florida center en Oak Ridge Road. Se están haciendo gestiones para la transportación.

El programa trata a cada persona, desde que se matricula, como un alumno que merece atención especializada e individual de los maestros.

Especialistas en conocer el nivel cultural, la inclinación vocacional y si posee o no nociones del Inglés, determinan la labor específica del maestro en cada caso y le permite al educador emplear textos adecuados. Un método tan sabio y meticuloso tiene que facilitar un aprendizaje rápido, gradual, sencillo y efectivo de estos alumnos adultos. Y por añadidura, se le explica a cada uno, cuestiones educativas que la permitan adaptarse a la vida y a las leyes de Estados Unidos, enseñándoles, desde el simple aprendizaje de los equipos del hogar, lo que son sus derechos y sus deberes, hasta la administración de sus presupuestos hogareños, para que nunca sufran lamentables y críticas situaciones desperantes.

4. Article from the Vocational, Adult Career Education Newsletter (Orange County Public Schools) for August, 1981 on our Project)

ADULT EDUCATION

Orange County Adult Education is preparing for another busy and productive school year. 1980-1981 was a year of changes and sistinctions for the Adult Education section.

The General Educational Development (GED) testing program have moved their office and testing site to the Orlando Vocational Technical Center. Testing is conducted twice a month at that location to accommodate the large number of applicants.

The Corrections program had the distinction of awarding its 1000th GED diploma. Sheriff Coleman and Major Shoultz were presented with plaques by the Orange County Adult Education Association in appreciation of their support of adult education programs during their tenure in office.

Two new federally funded grants, the Cuban Immigrant Project and the Haitian Project, have been awarded to Orange County Adult Education. These projects will provide services in conseling and job development to identified refugees and assist them in becoming more productive members of American society.

The 1980 census revealed that the population growth in this country has been essentially adult in nature. This offers a great challenge to all adult education programs. Orange County Adult Education intends to meet the needs of this potential client population by providing the best possible programs.

5. Article from "For Adults Only" on our Project.

Cuban Immigrant Project

Due to the influx of Cuban refugees into the central Florida area, it was determined by the School System that a project was needed to offer special help to the Cuban community. This project got under way in May of this year, under the direction of Carolina MacNaughton, Project Administrator.

The project administrator's responsibility is to coordinate and supervise the project in order to maintain a consistency between the project activities and the project proposals. She acts as liaison between the program and businesses/agencies in the community. She also works with outreach personnel in attracting students to the existing ESL classes and in forming new classes.

The purpose of the project is to teach the Cuban students English, educate them in American culture, and enhance their employability skills by training them in vocational areas. Thus, they would become productive and contributing members of American society.

So far, the project has been advertised by local television coverage and by distribution of handouts to Latin business, local agencies, and throughout the local schools. Ms. MacNaughton is personally contacting businesses that employee the refugees to offer the project's services. She is currently field testing a refugee orientation handbook. The manual is being distributed to the students and the staff. After their perusal, a questionaire will be completed by them that will provide a means for evaluation. In addition, plans are being made to field test orientation films.

The project, which is housed at Mercy, is staffed with one outreach program assistant, one program assistant for documentation, one secretary, and four occupational specialists. Eventually, several bilingual aids will be aided to the program.

Ms. MacNaughton was educated locally at Valencia and UCF and attended Georgetown University on a summer scholarship. Her studies have taken her to Mexico and Germany, but her Master's Degree in Administration was earned here at Rollins. At the present time, she is working on her Ed.S. in Multi-Lingual Multi-Cultural Education from Florida State University.

6. This schedule was advertised in "El Imparcial" newspaper on the 12th of August, 1981.

ADULT CUBAN IMMIGRANT PROJECT
ORANGE COUNTY SCHOOL BOARD

CLASES DE INGLES COMO SEGUNDO IDIOMA (ENGLISH AS A SECOND LANGUAGE) ESTAN SITUADAS EN:

Colonial High Community School
9:00AM - 1:00PM - Lunes, Miércoles y Viernes
6:30PM - 9:30PM - Martes y Jueves

Orlando Voc/Tech. Center
6:30PM - 9:30PM - Lunes y Miércoles
6:30PM - 9:30PM - Martes y Jueves

Mid Florida Tech. Inst.
6:30PM - 9:30PM - Lunes y Miércoles

Boone High Community School
6:30PM - 9:30PM - Lunes y Miércoles

Good Shepherd Church
6:30PM - 9:30PM - Martes y Jueves

INFORMACION 857-2553

ADULT CUBAN IMMIGRANT PROJECT
ORANGE COUNTY SHCOOL BOARD

SEPTEMBER, 1981

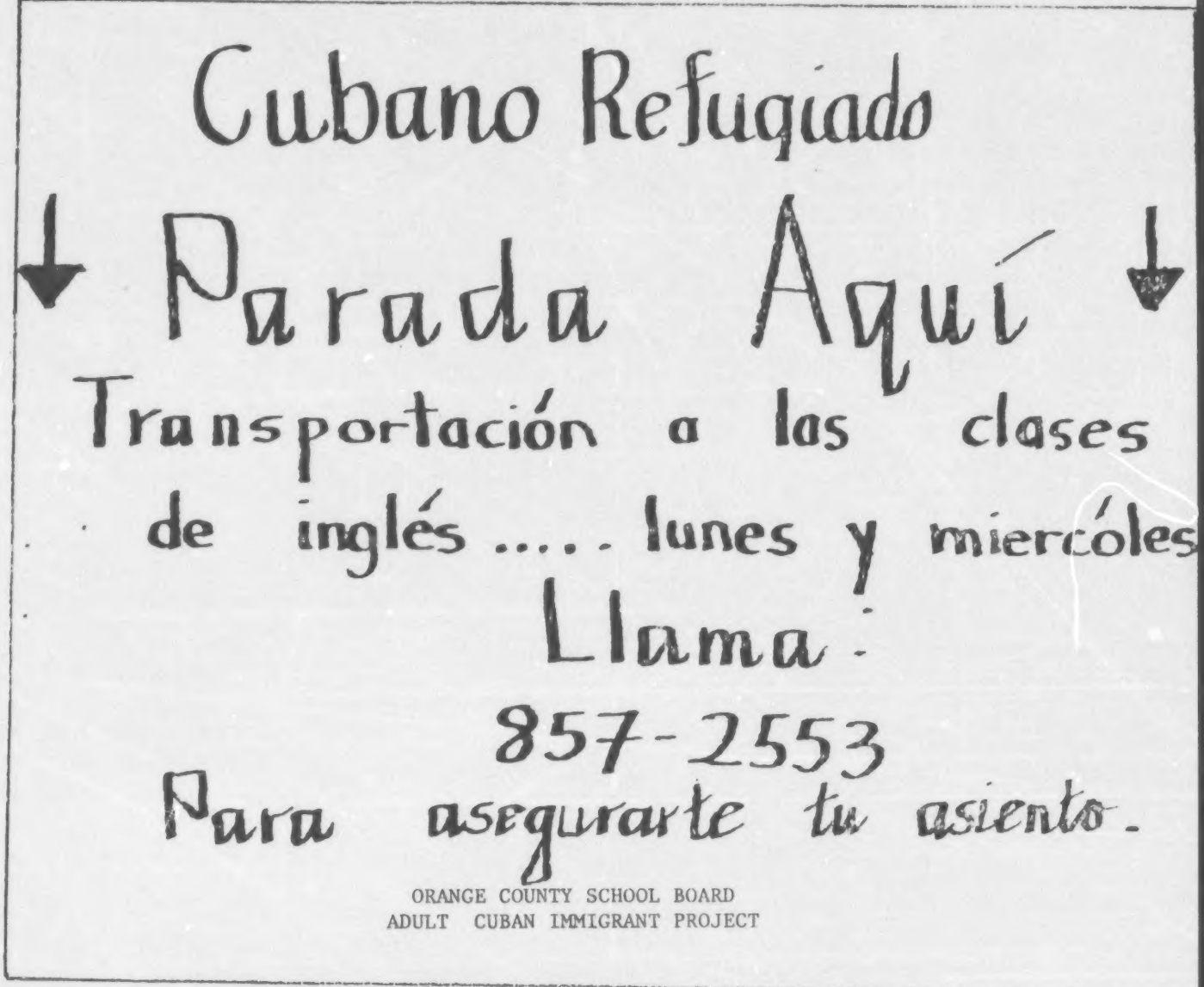
ADVERTISING:

L. Advertising of Project classes through The Northland Community Church newsletter, printed on September 6, 1981.

HELP FOR CUBAN REFUGEES:

If you know a Cuban Refugee who arrived in the United States after August 1, 1979 and who is at least 16 years of age, please contact Robin Matthes at 857-2553. Assistance in learning English, searching for jobs and living accommodations is available.

2. Promotional material distributed on information for transportation to our classes at different schools.



3. Advertising flyer for new class starting at Florida First Federal Savings Bank of September. (On next page)

Cubano Refugiado

¿Quiere aprender inglés?

¿ para mejorar empleo, vivienda, carro ? ¿Sí?

Para información

Llama 857-2553

ORANGE COUNTY SCHOOL BOARD
ADULT CUBAN IMMIGRANT PROJECT

* Se habla español

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Colonial High Community School - Oleander Drive
6:30-9:30 pm Lunes y Miércoles
6:30-9:30 pm Martes y Jueves

Mid-Florida Tech. Institute - 5900 Oak Ridge Road
6:30-9:30 pm Lunes, Martes, Miércoles y Jueves

Orlando Vocational Voc/Tech Center - 301 Amelia St.
6:30-9:30 pm Lunes y Miércoles
6:30-9:30 pm Martes y Jueves

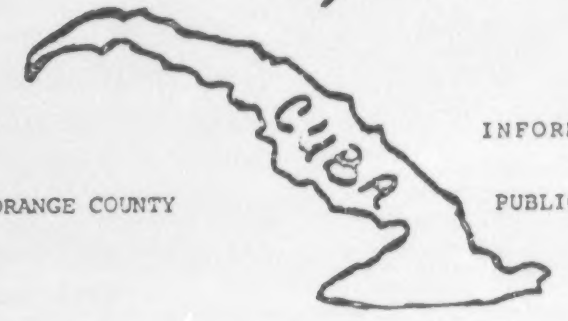
Boone High Community School - Mills Ave. y Raley Ave.
6:30-9:30 pm Lunes y Miércoles
6:30-9:30 pm Martes y Jueves

Apopka Junior High School - N. Park Ave.
6:30-9:30 pm Martes y Jueves

Comiénzan el 13 de octubre del 81
9:00 am - 1:00 pm.

Nuestro nuevo local:
Florida First Federal Savings
2700 Livingston Street
Orlando, Fla.
(detras del mall de Colonial Plaz

¡Le Esperamos!



INFORMACION: 857-2553

ORANGE COUNTY PUBLIC SCHOOLS

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4. Flyer printed and distributed for recruiting more students.

Refugiados Cubanos!

Necesitamos un grupo de buenos refugiados.

Requisitos:

1. responsable
2. consistente
3. empeño y motivación para triunfar en éste País.

Información: 857-2553

ORANGE COUNTY SCHOOL BOARD

ADULT CUBAN IMMIGRANT PROJECT

NOVEMBER, 1981

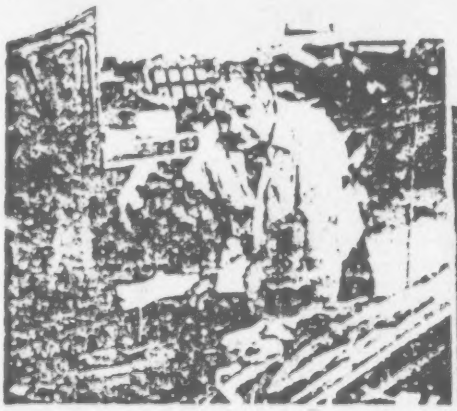
1. Article printed in "The Educator's" newsletter on November.

REFUGEE ENTRANTS GET HELP

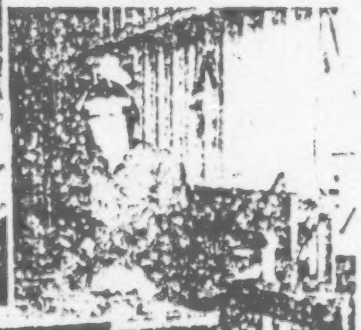
Adult Cuban immigrants who reached our shores after August 1, 1979, are getting special training to help them adjust to the American way of life and become more employable, productive members of our community. An outreach program which includes media, person-to-person contact, distribution of materials and referrals from cooperating agencies has been instituted by the Orange County Public Schools. It is one of two in the nation which is sponsored by the public schools and funded by the U.S. Department of Education, Division of Adult Learning Programs.

Project participants are placed in ESL (English as a Second Language) classes. The curriculum reflects the needs and goals of the students. Their occupational skills are evaluated, and Individualized Educational Plan (IEP) is prepared for each student, who is given the necessary instruction to meet his/her goals.

Cooperative agreements with agencies, organizations, churches and school programs enable coordinators and teachers to meet the many needs of the newcomers and expedite their acclimatizing to their new country and the democratic way of life. For further information about the Language Skills and Training for Adult Cuban Immigrants, call Carolina MacNaughton, Program Administrator, at 857-2553.



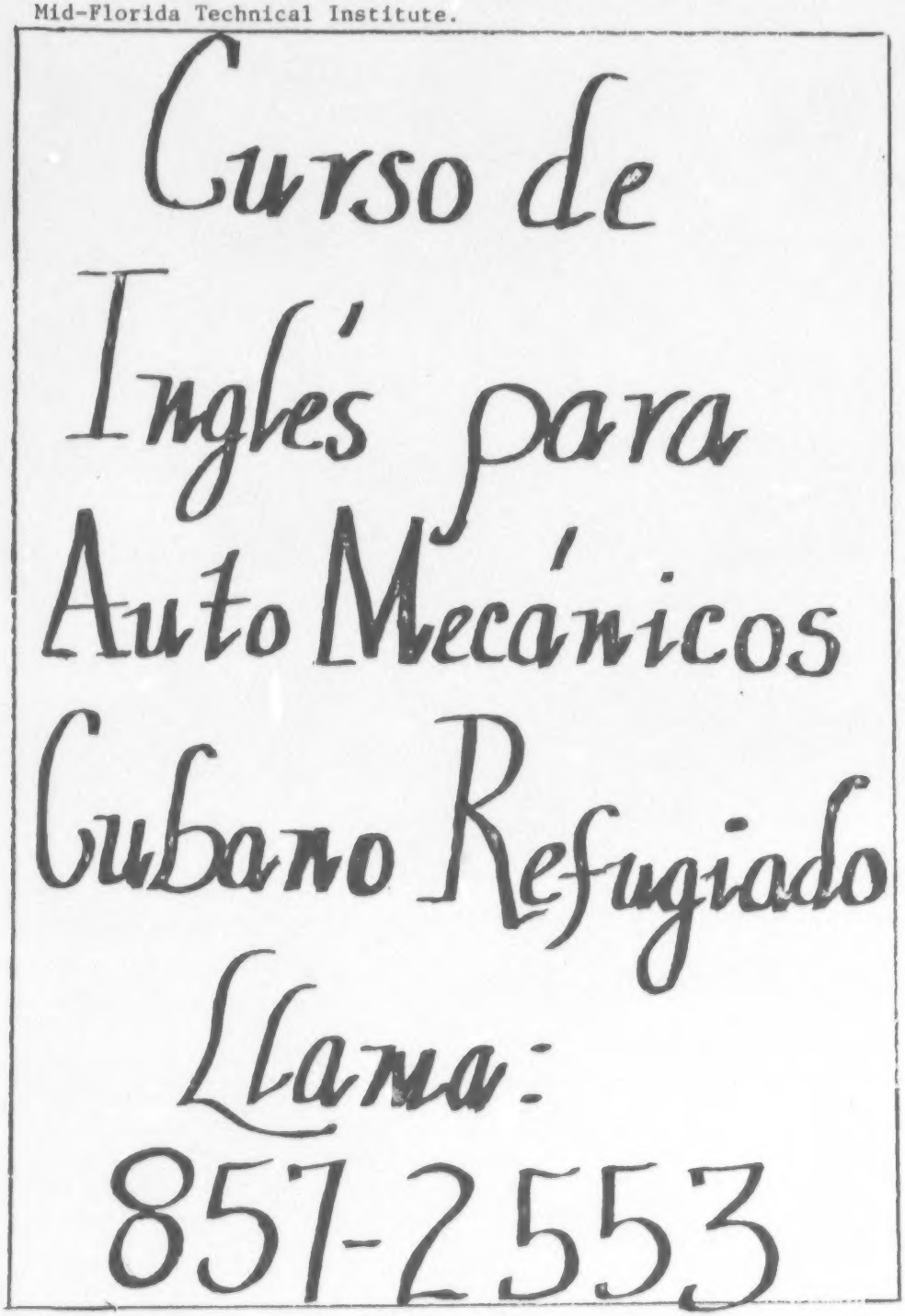
Guillermo Echeverria has 9 years experience as a welder, and is also studying at the Orlando Vocational School so he can fulfill his goal to establish his own shop.



Silvio Castillo, a master mechanic with supervisory experience, is a Cuban entrant who is studying vocational ESL, specialized for auto mechanics. He is employed by Parks Auto Repair on East Oak Ridge Road.

DECEMBER, 1981

1. Promotional material printed and distributed throughout Latin businesses, schools and agencies, advertising new Auto Mechanics course offered at Mid-Florida Technical Institute.



MAY, 1982

1. Press release for the Adult Eductiaon Department of OCPS.

The Adult Cuban Immigrant Project, a federally funded program which operates in the Vocational, Adult, and Career Education Department of OCPS, has been extended through June, 1983. The Project was originally funded until October, 1982, but will now be allowed to provide educational and social services to the Cuban refugee population in Orange County for an additional eight months.

The Adult Cuban Immigrant Project's staff, under the direction of administrator Carolina MacNaughton, is exited about further serving these people in order that they become productively integrated into society. To provide you with more information about the project, its cumulative statistics from July, 1981 to March, 1982 are presented below:

Total Number of Students enrolled in ESL	466
Total Number of Outreach Contacts	1,443
Total Referrals to Community Agencies	197
Jobs Developed	114
Gained Employment	65
Obtained Better Job	14
Enrolled in Vocational Course	18
Removed from Public Assistance	17
Clients served under Parole Status	4
Clients assisted with Court Problems	19

Cuban Immigrant Project

OCPS

857-2553

MAY, 1982 VOL. I NUM. 2

UBAN REFUGEES:

..CRIME...UNEMPLOYMENT...FOOD STAMPS ..DRUGS...VIOLENCE...we have another tory - a success story - his name is rmando Garcia. Mr. Garcia entered the nited States in May, 1980, after being political prisoner in Cuba for more han 8 years. He, like many Cubans, rrived not knowing English, without ob skills, without money and with no pecific plans for the future. But he nted to survive.

Presently, Armando García is completing he Auto Mechanics Program at Mid- Flori- a Tech, while studying for his high chool degree and English-as-a-Second anguage in the night program at Colonial ommunity School. He has already re- eived the basic and intermediate ESL ertificates at Colonial.

Armando Garcia, from the Adult Cuban nmigrant Project, is now comfortable in he United States and, according to him, Home is where you are comfortable, not ecessarily where you're born."

We wish Armando the best in his efforts f becoming an auto mechanic and in making he United States truly his home.

***

OS VERBOS EN INGLES BOOK PURCHASING

Dalton Bookstore in the Orlando ashion Square Mall has Los Verbos en nglés. The book explains English erbs in Spanish and English. They re appropriate as a self-study text. he cost is $3.00 per copy and are ocated in the Foreign Language ection.

****

LAKE WESTON

The basic English-as-a-Second Lanuage certificate was awarded to these wo students: Raúl Crúz and Arnaldo spinoza, who have been attending night lases at Lake Weston.

C O N G R A T U L A T I O N S

****

In September, 1981, Lilia Ana Acevedo egan her English studies at Boone ommunity School. She soon became an utstanding student in the Adult Cuban mmigrant Project.

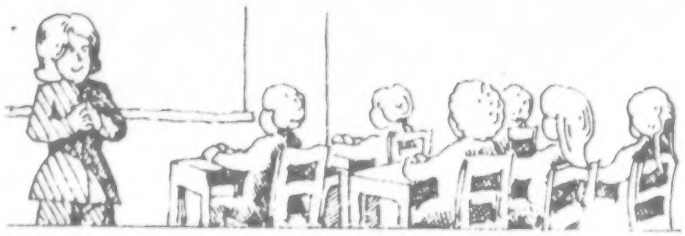
As she was beginning to speak English, he found a job at United Business Sysems. There she had to apply here nglish (learned at Boone) in order to ommunicate with her supervisor and olleagues. Lilia has demonstrated hat she has admirable working skills. he is also considered one of the best orkers in her department.

Again, Lilia has truimphed as a result f her efforts. Under the auspices of he project and the director, Carolina acNaughton, she is taking a course in ccounting. She has already shown her erits to here accounting teacher and o Verena Souto, her English teacher n the project.

We would like to thank Maude Fain, dministrator of Boone Community School, or helping Lilia.

CONGRATULATIONS TO LILIA

****



LOS VERBOS INGLES, YA A LA VENTA

A los estudiantes interesados en comprar el libro Los Verbos en Inglés les avisamos que están disponibles a la venta en la librería Dalton en el mall de Fashion Square. Este libro l explica el uso de los verbos en espan y en inglés. El costo es de $3.00 y están en la sección de lenguas extran jeras. Es muy apropiado para aquello que quieren estudiar por sí mismos.

****

LAKE WESTON

Nuestras felicitaciones a los dos siguientes estudiantes: Raúl Crúz y Arnaldo Espinoza, por la excelente labor y dedicación en sus clases. Ellos recibieron el certificado de inglés básico como segundo idioma.

A D E L A N T E

****

Lilia Ana Acevedo comenzó a estudi en Boone Community School en septiemb de 1981. Pronto se convirtió en una destacada alumna del Adult Cuban Immi grant Project. Mientras se superaba esforzada e inteligentemente en el dominio del Inglés, comenzó a trabaja en United Business Systems donde apli sus conocimientos para comunicarse si dificultades con sus supervisores y compañeros de trabajo, al mismo tiemp que demostró poseer admirables destre zas laborales. Actualmente está considerada como una de las mejores trabajadoras de su taller.

Lilia Ana acaba de obtener otro triunfo para sus esfuerzos. Auspicia por nuestro proyecto educacional y po nuestra directora Carolina MacNaughto se ha matriculado en un curso vocacional de contabilidad en Boone High School donde rinde ya una meritoria labor como estudiante con la plena sa tisfacción de su maestro y también de su educadora Verena Souto, maestra de Inglés del proyecto. Nosotros agrade cemos la ayuda de Maude Fain, Directora de Boone Community School, por la ayuda que le brindó a Lilia Ana.

CONGRATULACIONES PARA LILIA ANA ACEVEDO

****

Cuban Immigrant Project

857-2553

NE/JULY, 1982 VOL. 1 NUM. 3

n June 17th, the Adult Cuban Im-igrant Project had a social gathering t Boone Community School.

ir teacher, Mrs. Verena Souto and the ccupational Specialist Otto Meruelo rganized a party in honor of Lilia Ana cevedo and Rafael Triana, who received heir ESL Intermediate Level Certifica-es.

afael also received another certifi-ate for perfect attendance for this chool term.

e thank Maude Fain, director of Boone ommunity School and other administra-ive members of the school such as Mr. ntonio Gala.

CONGRATULATIONS LILIA ANA

AND RAFAEL

!!!

COLONIAL COMMUNITY SCHOOL

Congratulations to Ernesto Medina, a student at Colonial who was named Food Service Achiever for March, 1982 at the Orlando Naval Training Center.

Ernesto has been providing janitorial service to NTC's dining facilities for 14 months and has contributed exceptional service to the department. He was recently awarded a wooden plaque, a certificate of appreciation, and an official letter of "personal thanks for a Job Well Done" from Commanding Officer H.E. Smetheram of the Department of the Navy, United States of America.

We are proud to have such an accomplished employee and dedicated student as Ernesto Medina in our program.

††

DADE SAVINGS CLASS

On June 17, Certificates were issued by Mr. Santos Sanchez for the perfect class attendance of the following students:

Caridad Reyes
Silvia Diaz
Angela Moret

Congratulations to all three.

††

MORE CERTIFICATES

Congratulations to Zoraya Hernandez and Alma Medina for obtaining the basic ESL Certificate at Colonial Community School.

COLONIAL COMMUNITY SCHOOL

Ernesto Medina, un estudiante de Colo Community School, fue nombrado el mej asistente de servicio de alimentos de Centro Naval de Entrenamiento de Orla para el mes de marzo del 82.

Ernesto ha prestado servicios de cust dio sanitario en el área del comedor de ese centro por catorce meses, y su servicios han sido excepcionales a es departamento.

Recientemente le fue otorgado un pergamino, un certificado de tipo meritorio y una carta oficial de agradeci miento personal por esa labor bien cumplida por el oficial Comandante, Sr. H. E. Smetheram del Departamento Navy de los Estados Unidos de Américа

Estamos muy orgullosos en tener un estudiante tan dedicado a su trabajo por igual a sus estudios en nuestro programa.

††

DADE SAVINGS

El 17 de junio tambien se repartieron certificados en Dade Savings. El mae de ese grupo, Sr. Santos Sánchez hizo la entrega de certificados por asiste perfecta a los magníficos estudiantes Caridad Reyes, Silvia Diaz y Angela M

Nuestras Felicitaciones a todas.

††

CERTIFICADOS EN COLONIAL

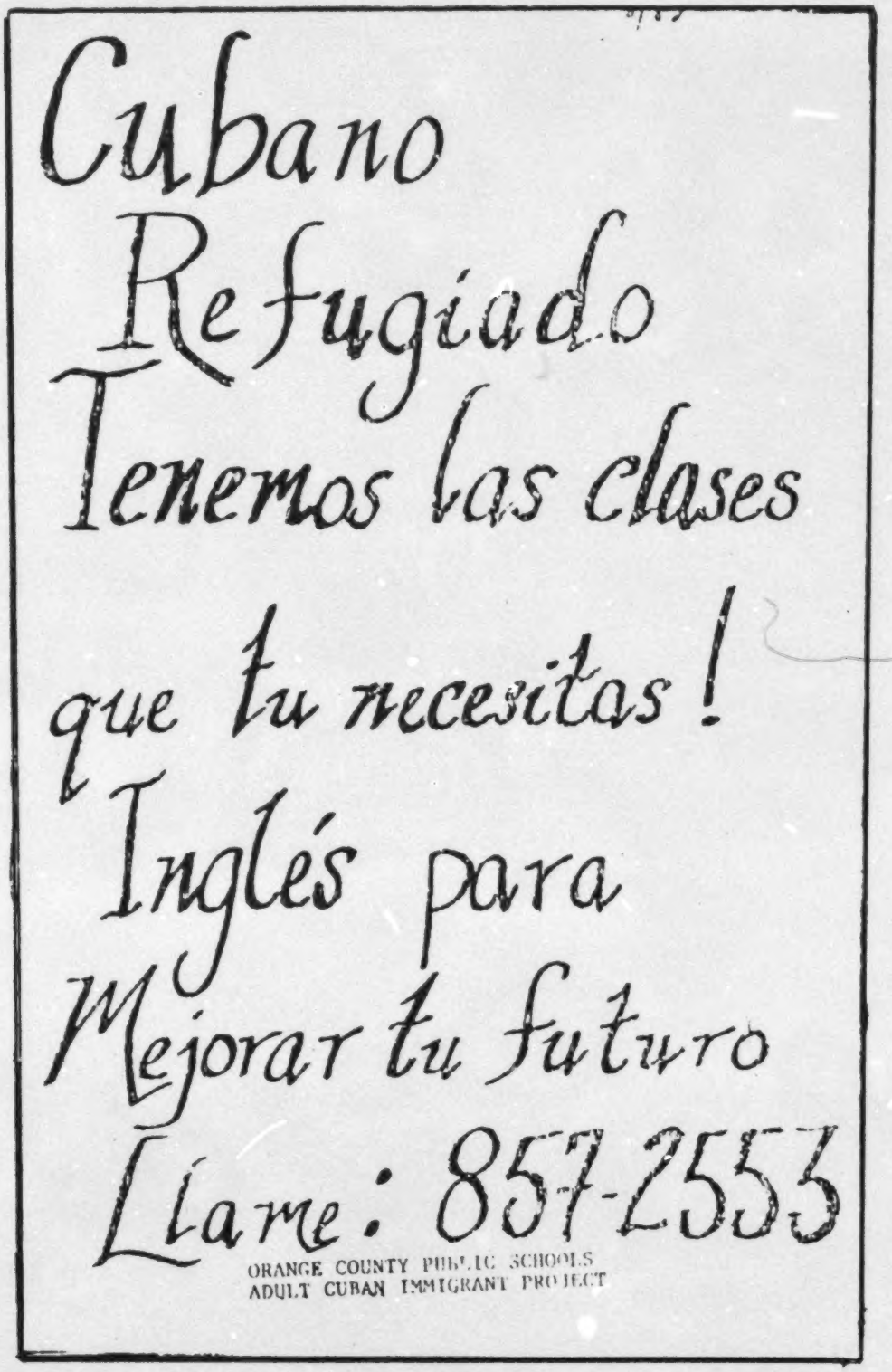
Nuestras felicitaciones a Zoraya Her dez y Alma Medina por recibir el Cer cado de Inglés Básico com segundo id

PROGRESO PARA AMBAS

††

AUGUST, 1982

1. Promotional material printed and distributed, advertising classes.



98

2- Advertisement for classes for promotional purposes.

99

Cuban Immigrant

OCPS

Project

857-2553

UGUST, 1982 VOL. 1 NUM. 4

Congratulations to Laureano Alcay for
ving been awarded the Basic ESL Certifica-
on July 20th. Laureano attends classes
gularly at Colonial Community School. We
preciate his hard work and determination.

GOOD WORK!

****

REGISTRATION

Although school doesn't begin until August
th, now is the time to register your child
the Orange County Public Schools.
Registration is being conducted at each
hool and counselors are available to help
gister your child. Please bring your child's
rth certificate, immunization record, proof
physical examination and proof of residency
en registering.
First graders must have completed a year of
ndergarten and be 6 years old before January
t, 1983 to register.
Children registering for kindergarten must
5 years old by October 1st. 1982.
If your child attended a private kinder-
rten, bring a letter from the school stating
ur child successfully completed the program.
To find out what school your child should
tend, call the Pupil Placement Office at
3-9247. Please register your child now and
oid the first-day-of-school rush. For more
formation, call the Community Relations
partment at 423-9237.

****

Nuestras felicitaciones van a Laureano Alcay
Acaba de recibir su certificado de Inglés Básic
como Segundo Idioma el 20 de julio.

Laureano asiste regularmente a la escuela
de Colonial.

Nos sentimos orgullosos de la fuerte labor y
entusiamo que nos ha mostrado Laureano.

BUEN TRABAJO!

****

MATRICULA PARA SU NIÑO YA

Aunque las clases no comienzan hasta el 30
de agosto, ahora es el momento de matricular a
su niño(a) en las escuelas Públicas del Condad
de Orange.

Puedes matricular a su hijo(a) en la escuel
de su localidad. Hay consejeros en cada escuel
para ayudarles a matricular a su hijo(a)

Tienen que proveer a la escuela el certifica
de nacimiento del niño(a) certificado de in-
munización, examen físico y prueba de donde
reside.

Para poder matricular al niño(a) que va par
primer grado, tiene que haber completado un año
de escuela primaria (kindergarten) y tener seis
años de edad antes del 1ro de enero del 83.

Los niños que se van a matricular en Kinder-
garten (escuela primaria) tienen que cumplir
los 5 años en o antes del 1ro de octubre del 82

Si su niño(a) cursó sus estudios primarios
en una escuela privada, traiga una carta de la
escuela confirmando que su niño(a) completó
satisfactoriamente el programa.

Para saber en que escuela su niño(a) tiene
que asistir, llame a la oficina de Pupil Place-
ment al 423-9247

Registre su niño(a) ahora y evitarás pro-
blemas de última hora. Para más información,
llame al departamento de relaciones a la comuni
dad al 423-9237.

****

In Spite of the difficulties of learning nglish, Narciso Gonzalez is a good example f what one person's desire to study and ac-ulturate to the American lifestyle can do.

Whether it rains or shines Narciso is pre-ent for his English class in which he has rogressed. He often surprises his teacher, irley DuBois, and fellow students with is correct answers and precise vocabulary. e, like many other students actually nows more English than he thinks he does.

Narciso has been an excellent example or others in his class.

****

****

FLORIDA HOSPITAL CLASS

ESL teacher, Robin Matthes would like to tend her congratulations and appreciation all the employed students at Florida spital South, who have successfully comple-d their first ESL course on site at the spital. A special congratulations is sent : ADELA CABRERA, RAUL CRUZ, CARMEN DE LA RRE, CARMEN GONZALEZ and EVARISTO GONZALEZ r their perfect class attendance. The ult Cuban Immigrant Project is looking rward to continued classes at Florida Hos-tal and great progress in the students' Eng-sh.

****

As an extra-curricular activity, Mr. Santos nchez took his class on a field trip to a cal supermarket. There he explained func-ons of the different departments. He added the lesson by practicing different names for e foods. Orientation was provided in the use coupons and the relation of price to quality, antity and ingredients. He also reviewed other ills associated with consumers.

Afterward, a test was given to check the nsumer skills that the students had learned. We encourage Santos to continue with this pe of activity.

****

The administrative offices of our Project e open from 7:30 am to 6:00 pm.

We have an answering service machine when are not in the office. PLEASE DO NOT NG UP, leave your name, telephone and messa-. YOUR CALL IS IMPORTANT TO US.

****

Narciso Gonzalez constituye un vivo ejemplo de lo que puede hacer la voluntad cuando se quiere estudiar, mejorar el nivel de acultura-ción al modo de vida norteamericana y aprender a vencer las dificultades del Inglés. Narciso es un modelo de estudiante "puntual" con un 100% de asistencia al curso de ESL de la Sra. DuBois, en Mid-Florida Tech.

Sin amedrentarse cuando llueve, con frío o en calor, cada noche Narciso llega para su clase de Inglés, en la que progresa paso a paso. Muchas veces sorprende a la profesora y a sus condiscípulos con respuestas correctas en las que incluye un vocabulario preciso. Ya sabe más Inglés de lo que el supone conocer.

Narciso le sirve de ejemplo a otros muchos.

****

CURSO DEL FLORIDA HOSPITAL

La maestra de inglés como segundo idioma, Rol Matthes desea extenderles felicitaciones y agra-decimiento a todos los estudiantes empleados en la Florida Hospital South. Todos han completad con buen exito el primer curso de inglés como segundo idioma, la cual se ha estado ofreciendo en las facilidades del Hospital.

Felicitación en especial para los siguientes estudiantes: ADELA CABRERA, RAUL CRUZ, CARMEN DE LA TORRE, CARMEN GONZALEZ, EVARISTO GONZALEZ por su asistencia perfecta en la clase.

El Proyecto de los Adultos Inmigrantes Cubano espera continuar este curso en el Florida Hospit HA TENIDO GRAN EXITO!

****

El maestro Sr. Santos Sanchez llevó a su grup de estudiantes a un supermercado y allí, en forma práctica, les explicó los nombres de las seccione y departamentos para enseñarlos a no perder tiemp buscando las mercancías. Explicó los nombres de los productos. Los orientó en el uso de cupones y sobre la relación entre precio, calidad e ingre dientes de cada mercancia. Y al final, les facili una pequeña prueba para que los alumnos reflejara lo que habian aprendido.

Estímulos a Santos para que continue ese tipo de actividad.

****

Nuestras oficinas administrativas estan abiert de 7:30 am. a 6:00 pm. de lunes a jueves.

Tenemos una grabación para contestar cuando no estamos en la oficina. POR FAVOR NO CUELGUE ant de dejar su nombre, teléfono y mensaje.

SU LLAMADA ES IMPORTANTE A NOSOTROS!

****

SEPTEMBER, 1982

1. Advertising material printed in "La Semana" newspaper.
(September thru October)

2. Flyer printed for distribution advertising new opening of classes at Reeves Court. (Housing Authority Community Room).

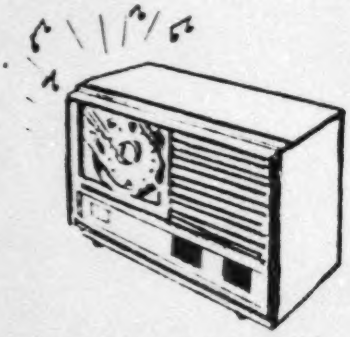
CLASES DE INGLES:
martes y miércoles
9:00 a 11:00 a.m.
Reeves Terrace (Orlando Reeves Court 300 Housing) Community Room (Salón Comunal) Orlando
Información:
857-2553

Cuban Immigrant Project

OCPS

SEPTEMBER, 1982 VOL. 1 NUM. 9

We would like to thank Mr. Bebo Kramer, owner of radio station MJKA for providing our program with public service time. We appreciate his dedication to helping the Hispanic people of Central Florida move ahead!



****

WELCOME BACK TO CLASS

The teachers at Colonial Community School extend their warm greetings to the following Cuban students who have re-entered the English as a Second Language (ESL) classes from Monday through Thursday evenings 6:30 to 9:30 pm.

Caridad and Manuel Bernardo
Ana Maria and Manuel Galindo
Armando Garcia
Alma and Ernesto Medina
Guillermo Orta
Margarita and Leonel Perez
Antonio Quintana

****

Orange County Schools is offering an English class for foreign speakers. The class is designed to help people learn English and about the world or work.

Classes are held in the Community Room at Reeves Court from 9:00 am. to 11:00 am. every Tuesday and Wednesday. For more information call: 857-2553

****

Queremos darle nuestras más expresivas gracias a Bebo Kramer, dueño de la radio emisora MJKA "La Májica" por proveerle a nuestro projecto tiempo a los servicios públicos que ofrecemos. Agradecemos su dedicación ayudando a la comunidad hispana de la Florida Central para el progreso futuro.

****

BIENVENIDOS NUEVAMENTE

Los maestros de la escuela comunal de Colonial les da una cálida bienvenida a los siguientes estudiantes Cubanos que han regresado a las clases de Inglés como Segundo Idioma de lunes a jueves de 6:30 pm. a 9:30 pm.

Caridad y Manuel Bernardo
Ana María y Manuel Galindo
Armando García
Alma y Ernesto Medina
Guillermo Orta
Margarita y Leonel Pérez
Antonio Quintana

****

Las escuelas del condado de Orange estan ofreciendo una clase de Inglés a personas de habla extranjera. Esta clase se formó con la intención de enseñarles Inglés y temas relacionados con el mundo actual y el trabajo. El salón esta ubicado en:

Salón Comunal de Orlando Housing
300 Reeves Court, Orlando, Fla.

Comienzan a las 9:00 am. hasta las 11:00 am. todos los martes y miércoles.

Para más información, llame al: 857-2553

****

The Adult Cuban Immigrant Project started English classes on the 7th of September in the Community room at 300 Reeves Court.

This class welcomes all hispanics living in Orland Housing Authority and the Orange Village Project. This class has awaked the interest in all hispanics that wish to study English. This gives the opportunity to those who for certain reasons were not able to attend the class offered at Dade Federal Savings or a school nearby your home.

Congratulations to the directors of the Orlando Housing Authority for their contribution in this new educational unit.

****

HAPPY BIRTHDAY

Caridad Reyes, one of our students at Orlando Housing, had her birthday celebrated on September 8. Caridad is doing a good job and is a good example of the interest shown to study the American culture, by starting with her English studies.

HAPPY BIRTHDAY CARIDAD REYES

****

IMPORTANT INFORMATION

We would like to inform you of the closing of your class at Dade Federal Savings. The class terminated in September 2. The persons interested in knowing where they can attend classes nearest to their home, please call our administrative office at 857-2553

****

Seventy-eight year old student, Ramon Fernandez, is now regularly attending the ESL class Reeves Court - whether he has to take the bus walk 3 miles to and from class. While Ramon is at Boone Community School he walked more than 5 miles in order to study and improve his English. He is a fine example of MOTIVATION.

****

Desde el 7 de septiembre el Adult Cuban Immigrant Project, ubicó la clase de Inglés que se impartía en Dade Savings, en el Community Room de Orlando Housing Authority que se encuentra en 300 Reeves Court.

Esta clase a la que pueden asistir todos los hispanos que pertenecen a Orlando Housing y al projecto de Orange Village, ha despertado un gran interés entre la población que necesita estudiar Inglés y que por distintas razones, no habían tenido antes la oportunidad de que la escuela se la situaran cerca de sus hogares. De 9:00 a 11:00 de la mañana, todos los martes y miércoles, ahora esas personas reciben las clases que siempre desearon.

Congratulaciones para los dirigentes de Orlando Housing Authority por su contribución a este nuevo empeño educativo.

****

UN CUMPLEANOS

Caridad Reyes, una de nuestras alumnas del Orlando Housing, recibió de sus compañeros un cálido y emotivo agape el 8 de septiembre, cuando cumplió años. Caridad está dando un magnífico ejemplo de lo que es el interés por estudiar la cultura americana, comenzando por aprender el Inglés!

MUCHAS FELICITACIONES CARIDAD!

****

INFORMA ION IMPORTANTE

Queremos informarles del cese de nuestra clase ofrecida en Dade Federal Savings desde el 2 de septiembre. Las personas interesadas en saber donde debe de ir para asistir a la escuela más cercana a tu hogar, llame a las oficinas administrativas al 857-2553

****

Ramón Fernández tiene 78 años de edad. Comenzó a estudiar en Boone Community School como uno de los primeros estudiantes del projecto y siempre se destacó por su empeño y buena compresión. Se traslada a pie más de 3 millas y no mide su cansancio en el interés de asistir puntualmente a nuestras aulas.

UN VERDADERO EJEMPLO PARA TODOS.

****

GOOD WORK

4. Article printed from Mid-Florida Technical Institute Yearbook, on our Project classes.

CONVERSATIONAL SPANISH, CLASSICAL FRENCH, VESL

The Conversational Spanish course is geared to the hotel industry, emphasizing phrases and vocabulary pertinent to the hotel and food and beverage industries. The course is individualized and can be designed to meet the needs of the individual who does not work in the hotel industry but desires to learn Spanish. On-property courses have been conducted at Sea World, Sheraton World, Hilton Inn and Holiday Inn hotels in the area.

The Classical French course is designed for students in the food and beverage industry who need to know French culinary terminology. Students are taught to pronounce French food items ranging from appetizers to wines. The correct pronunciation of France's classical dishes is also emphasized.

A pilot program in vocational ESL was new this year in the evening program. The program was developed by Jane Little and Gerry Krotky under the Federal grant given to the Adult Cuban Immigrant Program. VESL is directed to non-native speakers of English who are interested in kitchen occupations and wish to prepare themselves with the specific vocabulary needed to obtain employment in those occupations.

Ms. Jane Little
Conversational Spanish Instructor

Ms. Little converses in Spanish with Lillian Pagan, Conversational Spanish student.

Ms. Maria Sorondo
Conversational Spanish Instructor (evening)

Ms. Sorondo gives individual instruction to Pam Jones, Conversational Spanish student.

Margery Bailey, Conversational Spanish student, uses an English/Spanish dictionary.

APPENDIX C

Sample Publicity for Life Skills Presentations

Pre and Post Test Rights of the Tenants

Pre and Post Tests Rights of an Arrested Person

Pre and Post Test Income Tax Form 1040EZ

Sample Presentation Material for Medical Services Presentation

Pre and Post Test The Car Accident

Contribución Sobre Ingresos

¿CREDITOS?

¿DEDUCCIONES?

15 de abril

¿DEPENDIENTES?

¿GASTOS MEDICOS?

ORIENTACION:

MID-FLA TECHNICAL INSTITUTE
LUNES, 28 DE FEBRERO DE 1983

7: 00 pm.

Adult Cuban Immigrant Project
Orange County Public Schools

ADULT CUBAN IMMIGRANT PROJECT

THE RIGHTS OF THE TENANT

Name_____ Date_____

Center_____

Mark the correct answer with an X.

1. You have an electric problem in your apartment. What should you do first?

   _____a. Call the City Hall.

   _____b. Notify the landlord.

   _____c. Fix it yourself.

2. Your child broke the mirror on your dresser. What should you do?

   _____a. Notify the landlord.

   _____b. Go to a lawyer.

   _____c. Fix it yourself.

3. The kitchen cabinets were burned when you left the stove on. What you should do?

   _____a. Call a lawyer.

   _____b. Fix the item yourself.

   _____c. Notify the landlord and make an agreement as to how this problem will be solved.

4. David Small received an eviction order without ever having received a warning notice. What should he do?

   _____a. Ignore the order.

   _____b. Get a lawyer right away.

   _____c. Complain to City Hall.

5. Your lease says that you should pay on the fifth day of each month. One time you paid after the 10th day and another time you paid after the 20th day. Does your landlord have the right to evict you?

   _____Yes _____No

6. Your apartment contract states that only you, your spouse and your children can live in the apartment. Your brother is coming from New Jersey and he is planning to live in your apartment permanently. Should you notify the landlord?

   _____Yes _____No

7. A friend has given you a washing machine, but your lease says you can not use any major appliances of own. Should you use it without notifying the landlord?

   _____Yes _____No

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The Rights of the Tenant. Cont.

8. Ann Martin has a lease for seven months. Up to the third month she has been faithful to the lease. Her landlord wants to evict her because she has been complaining about an electric problem in her apartment.
   Does the landlord have the right to evict her?

   _____Yes _____No

9. Peter and Diane Brown do not have a lease. They take good care of their apartment, pay their monthly rent on time and do not disturb anyone. Can the landlord evict them in the middle of the month?

   _____Yes _____No

10. You have a one year lease which was from April 1, 1982 to May 31, 1983. Your rent is $300.00 and the lease says that the landlord can not increase the rent.
    Can the landlord increase the rent in December 1982?

    _____Yes _____No

ADULT CUBAN IMMIGRANT PROJECT

THE RIGHTS OF THE TENANT

Name_____ Date_____

Center_____

Answer Yes to the alternatives that you believe are your rights as a tenant.

Answer No to the alternatives that you believe are not your rights.

If you have a problem in your house or apartment that your landlord should solve and you have spoken or written to the landlord, and still he does nothing, What should you do?

____1. Do not pay the monthly rent until the landlord solves the problem.

____2. Solve it by yourself and take your money from the next rent.

____3. Move out and do not pay the last month because the landlord has your deposit money.

____4. Complain to the City Hall.

____5. Sue the landlord because he is not living up to his part of the contract.

____6. Complain to the Health Department or Fire Department.

____7. Pay for the bill, then request reimbursement of expense to your landlord.

____8. Notify the landlord that you are going to solve the problem and advise him that he will receive the bill for payment.

ADULT CUBAN IMMIGRANT PROJECT

Name_____ Date_____

Center_____

Directions: Write Yes in the following situations when the involved person best acted to correctly protect his/her legal rights.

Write No to the following situation when the involved person did not acted correctly to protect his/her legal rights.

1. John Little was arrested for stealing, he did not resist the arrest. A policeman at the station then told him, "If you talk now, it will be a lot better for you." John then answered all the questions that the policeman asked him.

   Yes_____ No_____

2. Louis López was arrested. At the police station he told the officer: "I do not need a lawyer. I am not guilty. I know the guilty person you are looking for."

   Yes_____ No_____

3. Ann Johnson was arrested by a policeman for a store robbery. The policeman took her name and address. But Ann was innocent, she had never been in that store. She refused to answer the questions the police asked her. She looked for a lawyer.

   Yes_____ No_____

4. Charles Jackson was arrested. He was driving a stolen car. Immediately, he told the policeman all about the car and why he was driving the car. The policeman was from his own town.

   Yes_____ No_____

5. Manuel Sanchez was arrested and taken to the police station. The policeman took his name and address. Manuel asked the officer, "Why have I been arrested? Could you get a lawyer for me? May I use the telephone? The officer answered all his questions nicely. But when the policeman asked Manuel a question about his case, Manuel refused to answer the question.

   Yes_____ No_____

Pre-Test:
Prepared by: Olga E. Marquez
Outreach Worker

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ADULT CUBAN IMMIGRANT PROJECT

THE RIGHTS OF A ARRESTED PERSON

Name_____ Date_____

Center_____

Answer Yes for each of the following things you should do for your own protection if you are arrested.

Answer No for the things you should not do it for your own protection.

1. Resist the policeman, if you are not guilty.

   Yes_____ No_____

2. Get a lawyer whether you are guilty or not.

   Yes_____ No_____

3. Refuse a lawyer if you are not guilty.

   Yes_____ No_____

4. Answer all questions that the police ask you.

   Yes_____ No____

5. Go with the policeman, even if you are not guilty.

   Yes_____ No____

6. Ask the police for a lawyer if you have not got one or can not get one in a hurry.

   Yes____ No____

7. Refuse to tell the police your address or name.

   Yes____ No____

8. Phone your family and all your friends to tell your problem.

   Yes____ No____

9. Ask why are you arrested.

   Yes____ No____

10. Tell the police everything that you know before they ask you. It is better for you.

    Yes____ No____

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Post Test:

Prepared by: Olga E. Marquez
Outreach Worker

Department of the Treasury — Internal Revenue Service

1982 Form 1040EZ Income Tax Return for Single filers with no dependents (0)

OMB No. 1545-0675

Instructions are on the back of this form.
Tax Table is in the 1040EZ and 1040A Tax Package.

Name and address

Use the IRS mailing label. If you don't have a label, print or type:

Name (first, initial, last) | Social security number

Present home address

City, town or post office, State, and ZIP code

Presidential Election Campaign Fund
Check this box ☐ if you want $1 of your tax to go to this fund.

Figure your tax

1	Wages, salaries, and tips. Attach your W-2 form(s).	1	.
2	Interest income of $400 or less. If more than $400, you cannot use Form 1040EZ.	2	.
3	Add line 1 and line 2. This is your **adjusted gross income.**	3	.
4	Allowable part of your charitable contributions. Complete the worksheet on page 18. Do not write more than $25.	4	.
5	Subtract line 4 from line 3.	5	.
6	Amount of your personal exemption.	6	1,000.00
7	Subtract line 6 from line 5. This is your **taxable income.**	7	.
8	Enter your Federal income tax withheld. This is shown on your W-2 form(s).	8	.
9	Use the tax table on pages 26-31 to find the tax on your taxable income on line 7.	9	.

Attach Copy B of Forms W-2 here

Refund or amount you owe

10	If line 8 is larger than line 9, subtract line 9 from line 8. Enter the amount of your refund.	10	.
11	If line 9 is larger than line 8, subtract line 8 from line 9. Enter the amount you owe. Attach check or money order for the full amount payable to "Internal Revenue Service."	11	.

Attach tax payment here

Sign your return

I have read this return. Under penalties of perjury, I declare that to the best of my knowledge and belief, the return is correct and complete.

Your signature | Date

X

For **Privacy Act and Paperwork Reduction Act Notice,** see page 34.

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You can use this form if:	You cannot use this form if:
• Your filing status is single	• Your filing status is other than single
• You do not claim exemptions for being 65 or over, OR for being blind	• You claim exemptions for being 65 or over, OR for being blind
• You do not claim any dependents	• You claim any dependents
• Your taxable income is less than $50,000	• Your taxable income is $50,000 or more
• You had only wages, salaries, and tips and you had interest income of $400 or less	• You had income other than wages and interest income, OR you had interest of over $400 or any interest from an All-Savers Certificate
• You had no dividend income	• You had dividend income

If you can't use this form, you must use Form 1040A or 1040 instead. See pages 4 through 6.
If you are uncertain about your filing status, dependents, or exemptions, read the step-by-step instructions for Form 1040A that begin on page 6.

Completing your return

Name and address

Use the mailing label from the back cover of the instruction booklet. Correct any errors right on the label. But don't place the label on your return until you have completed it. If you don't have a label, print or type the information in the spaces provided. If you don't have a social security number, see page 7.

Presidential election campaign fund

This fund was established by Congress to help pay campaign costs of candidates running for President. You may have one of your tax dollars go to this fund by checking the box.

Figure your tax

Line 1. Write on line 1 the total amount you received in wages, salaries, and tips from all employers.

Your employer should have reported your income on a 1982 wage statement, Form W-2. If you don't receive your W-2 form by February 15, contact your local IRS office. Attach W-2 form(s) to your return.

Line 2. Write on line 2 the total interest income you received from all sources, such as banks, savings and loans, credit unions, and other institutions with which you deposit money. You should receive an interest statement (usually Form 1099-INT) from each institution that paid you interest.

You cannot use Form 1040EZ if your total interest income is over $400 or you received interest income from an All-Savers Certificate.

Line 4. You can deduct 25% of what you gave to qualified charitable organizations in 1982. But if you gave $100 or more, you can't deduct more than $25. Complete the worksheet on page 18 to figure your deduction, and write the amount on line 4.

Line 6. Every taxpayer is entitled to one $1,000 personal exemption. If you are also entitled to additional exemptions for being 65 or over, for blindness, for your spouse, or for your dependent children or other dependents, you cannot use this form. You must use Form 1040A or Form 1040.

Line 8. Write the amount of Federal income tax withheld, as shown on your 1982 W-2 form(s). If you had two or more employers and had total wages of over $32,400, see page 19. If you want IRS to figure your tax for you, complete lines 1 through 8, sign, and date your return. If you want to figure your own tax, continue with these instructions.

Line 9. Use the amount on line 7 to find your tax in the tax table on pages 26-31. Be sure to use the column in the tax table for **single** taxpayers. Write the amount of tax on line 9.

Refund or amount you owe

Line 10. Compare line 8 with line 9. If line 8 is larger than line 9, you are entitled to a refund. Subtract line 9 from line 8, and write the result on line 10.

Line 11. If line 9 is larger than line 8, you owe more tax. Subtract line 8 from line 9, and write the result on line 11. Attach your check or money order for the full amount. Write your social security number and "1982 Form 1040EZ" on your payment.

Sign your return

You must sign and date your return. If you pay someone to prepare your return, that person must also sign it below the space for your signature and supply the other information required by IRS. See page 22.

Mailing your return

Your return is due by **April 15, 1983.** Use the addressed envelope that came with the instruction booklet. If you don't have an addressed envelope, see page 25 for the correct address.

☆ U.S. GOVERNMENT PRINTING OFFICE: 1982—0-363-286 13-2687299

ADULT CUBAN IMMIGRANT PROJECT

THE CAR ACCIDENT

Name_____ Date_____

Center_____

Directions: Mark with an X the best answer.

1. What are all the circumstances under which you must make a written report to the police?

   ____a. Death or personal injury.

   ____b. Death or personal injury or property damage over $50.00.

   ____c. Death or personal injury or property damage over $100.00.

   ____d. Death or personal injury or property damage over $200.00.

2. If you are involved in an accident and there is no death or personal injury, what amount of property damage must be reported to the police in writing.?

   ____a. over $50.00

   ____b. over $100.00

   ____c. over $200.00

   ____d. over $300.00

3. If you are involved in an accident which must be reported, how soon must you make the report?

   ____a. within 1 day

   ____b. within 5 days

   ____c. within 10 days

   ____d. within 30 days

4. If you are involved in an accident and there are injured persons, what must you do?

   ____a. Take the injured persons to the hospital immdiately.

   ____b. Send the injured persons with anyone that is able to take them to the hospital

   ____c. Do not move the injured persons.

   ____d. Move the injured persons to a safe place.

5. If you are involved in an accident, what should you not do?

   ____a. Report the accident to the police as soon as possible.

   ____b. Move your car to prevent a transit problem.

   ____c. Help the injured persons.

   ____d. Give your name, address, and registration number to the other driver.

DONDE OBTENER AYUDA MEDICA EN ORLANDO

WHERE TO GET MEDICAL HELP IN ORLANDO

BY:

OLGA E. MARQUEZ

1983

ADULT CUBAN IMMIGRANT PROJECT
ORANGE COUNTY PUBLIC SCHOOLS

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Children's Medical Services (H.R.S.)

Donde Obtener Cuidado Medico
Where to get Medical Care

1. Médicos Privados
   Private Doctors

2. Salas de Emergencia
   Hospital Emergency Rooms

3. Clínicas o Asociaciones de Salud
   Clinics o Health Asociations

4. Departamento de Salud
   Health Department

5. Centros de Salud Mental
   Mental Health Centers

6. Clínicas Dentales
   Dental Clinics

7. Servicios Médicos para Niños
   Children's Mental Services (H.R.S.)

MEDICO PRIVADO

Private Doctor's Office

Debe pagar por la consulta médica.

You must pay for the medical service.

EMERGENCY ROOM

SALAS DE EMERGENCIA

Emergency Rooms

No son gratis. Si la persona tiene "Medicaid", el gobierno paga la cuenta.

They are not free. If the person has Medicaid, the government pays the bill.

CLINICAS Y ASOCIACIONES DE SALUD

Clinics or Health Associations

Estas clínicas no son gratis. Se paga de acuerdo a los ingresos. En ocasiones hay límites de ingreso para cualificar.

These clinics are not free. You pay according to your income. Sometimes there are income limits in order to qualify.

Orange County Medical Clinic
89 W. Copeland Dr.
Orlando, Florida 32806 Tel. 420-3361

Horas: 8:00-5:00 - Lunes-Viernes
Hours: 8:00-5:00 - Monday-Friday

REQUISITOS - REQUIREMENTS

1. Llenar requisito de ingreso.
   Meet the income requirements.
2. Vivir en Orange County por lo menos dos meses.
   Live in Orange County for at least two months.
3. Llevar pruebas de ingreso (talonario,cheque) y residencia (recibos de luz, renta).
   Bring proof of income (pay stub and rent receipts).
4. Papeles de Inmigración (Parole).
   Immigration papers (I-94 or resident card)

SERVICIOS - SERVICES

Se atienden condiciones médicas mayores o agudas (problemas de riñones, corazón, siquiátricos)

They attend acute medical conditions like: (kidney, heart and psychiatric problems)

West Orange Farmworker Health Association

617 Forest Avenue
Apopka, Florida Tel. 886-6201

Horas: Lunes, Miercoles y Jueves - 8:00-5:00
Hours: Monday, Wednesday and Thursday
Martes - Tuesday - 8:00-9:00
Viernes - Friday - 8:00-12:00

Requísitos - Requirements

1. Paga de acuerdo al ingreso.
   Pay according to income level.
2. Residir en Orange County
   Live in Orange County.

Servicios - Services

1. Cuidado médico en general
   General Medical Care
2. Médicos Especialistas
   Medical Specialists
3. Clínica de Maternidad y Planificación Familiar.
   Maternity Clinic and Family Planning
4. Laboratorio, Rayos X
   Laboratory, X Rays
5. Farmacia
   Pharmacy
6. Cuidado Materno e Infantil (WIC)
   Women and Infant Care
7. Clínica de Inmunización (Vacunas)
   Immunization Clinic
8. Clínica Dental - por cita: 886-6564
   Dental Clinic - by appointment
9. Otros Servicios
   Other Services

Algunos Numeros de telefonos De Emergencia
EMERGENCY TELEPHONE NUMBERS

Ambulancia.....911
Ambulance

Fuego.....911
Fire

Policía.....911
Police

Abuso de Esposas, Prevención de Suicidio.....886-2856
Spouse Abuse, Suicide Prevention

Abuso de Niños.....898-9205
Child Abuse

Alcohólicos Anónimos.....647-3333
Alcoholics Anonymous

Beth Johnson Centro de Salud Mental....898-6221
Beth Johnson Mental Health Center

Centro de Control de Envenenamiento.....841-5222
Poison Control Center (Orlando Regional Medical Center)

Desastre - Defensa Civil.....420-3191
Disaster - Civil Defense

Migrant and Community Health
Center Sanford.....322-8645

Oficina del Alguacil.....841-1400
Sheriff's Office - Orange County

Oviedo Health Clinic.....365-3022

Patrullas de Carreteras.....894-1000
Florida Highway Patrol

Thee Door-Abuso de Drogas.....423-6606
Thee Door-Drug Abuse

HOSPITALES

HOSPITALS

FLORIDA HOSPITAL (Main)
601 East Rollins
Orlando, Fl 32803
896-6611

FLORIDA HOSPITAL (North)
601 East Altamonte Dr.
Altamonte Springs 32701
830-4321

FLORIDA HOSPITAL (Apopka)
201 North Park Avenue
Apopka 32703
889-2566

HUMANA LUCERNE HOSPITAL
818 South Main Lane
Orlando 32801
237-6111

BROOKWOOD COMMUNITY HOSP.
1800 Mercy Drive
Orlando 32808
295-5151

NAVY REGIONAL MEDICAL
Navy Training Center
Orlando 32813
646-4111

ORLANDO GENERAL HOSPITAL
7727 Lake Underhill Drive
Orlando 32807
277-8110

ORLANDO REGIONAL MEDICAL CENTER
Holiday Hospital Division
92 West Miller Street
Orlando, Fl 32806

Orange Memorial Hospital
1416 South Orange Avenue
Orlando 32806
841-5111

Orange Vista Hospital
State Road 535
Lake Buena Vista 32830
828-3434

SEMINOLE MEMORIAL HOSPITAL
1101 East First Street
Sanford 32771
(1) 322-4511

ST. CLOUD HOSPITAL
1500 Dudinger Boulevard
St. Cloud 32769
(1) 892-2135

SUNLAND CENTER AT ORLANDO
Hiawassee Road
Orlando 32811
293-1421

WEST ORANGE MEMORIAL HOSP.
555 North Dillard Street
Winter Garden 32787
656-1244

WINTER PARK MEMORIAL HOSPITAL
200 North Lakemont Avenue
Winter Park 32792
646-7000

DEPARTAMENTO DE SALUD
DE
ORANGE COUNTY

HEALTH DEPARTMENT

Orange County Health Department

832 W. Central Blvd.
Orlando, Florida Tel. 420-3326

Horas: 8:00-5:00 Lunes-Viernes
Hours: 8:00-5:00 Monday-Friday

Algunos servicios son gratis, otros debe pagar una cuota. Hay un límite de ingreso para cualificar.

Some services are free, others you should pay a fee. There are income limits in order to qualify.

Servicios - Services

1. Maternidad e Infantes
   Maternity and Infants
2. Clínica Dental - por cita - Tel.420-3302
   Dental Clinic - by appointment
3. Clínica de Inmunización (Vacunas)
   Immunizations Clinic
4. Planificación Familiar
   Family Planning
5. Clínica de Niños
   Children Clinic
6. Rayos X y Laboratorio
   X Rays and Laboratory
7. Otros - Others
   Nota: Hay muchos otros servicios.
   Note: There are many other services.

CENTRO DE SALUD MENTAL

Mental Health Centers

Beth Johnson Mental Health Center
2520 North Orange Avenue Tel. 898-6221
Orlando, Florida 293-5090 (24 horas)
(24 hours)

Horas: 8:30-5:00 Lunes-Viernes
Hours: Monday-Friday

Se paga de acuerdo a los ingresos

SERVICIOS:

Se ofrece ayuda siquiátrica, sicológica y émocional.

NOTA: Siquiatra hispano de lunes a viernes 10:00 - 1:00 p.m.

Consejero hispano de lunes a viernes 8:30 - 5:00 p.m.

Hay otros centros y agencias que ofrecen la misma ayuda.

SERVICES:

You pay according to your income

They offer psychiatric, psycological and emotional help.

Note: There are many other agencies that offer the same help.

CLINICAS DENTALES

Dental Clinics

Se paga de acuerdo a los ingresos.

You pay according to your income.

West Orange Farmworker Dental Clinic
617 Forest Ave.
Apopka, Florida Tel. 886-6564

Bishop Borders Health Center
Winter Garden, Florida Tel. 656-2445

Orange County Health Department
832 W. Central Blvd.
Orlando, Florida Tel. 420-3302

Nota: Solamente por cita
Note: Only by appointment

SERVICIOS MEDICOS PARA NIÑOS

Children's Medical Services (H.R.S.)
934 N. Magnolia Avenue
Orlando, Florida Tel. 423-6519

SERVICIOS

Provee servicios médicos a niños necesitados hasta la edad de 21 años con condiciones crónicas. Esto incluye deformidades ortopédicas, problemas crónicos del oído, problemas cardíacos, diabetes.

NO atiende emergencias.

SERVICES

They provide medical services to needy children under 21 years old with chronic illnesses.

They attend chronic medical conditions like: diabetes, heart, orthopaedic deformities, chronic hearing problems.

They do not provide emergency services

VOCABULARIO
VOCABULARY

Clínicas o Asociaciones - Sitio donde usted puede ver a un doctor generalista o un doctor especialista.

Clinics - a place where you may see a general practioner or a specialist.

Departamento de Salud - Es una agencia de gobierno que tiene varias clínicas y mantiene las estadísticas de los datos relacionados con la salud, muertes y nacimientos.

Health Department - a government agency that runs clinics and keeps track of many kinds of health facts.

Medicaid - Un plan de salud que el gobierno paga para las personas que reciben asistencia pública, seguro social suplementario.

Medicaid - a plan by which the government pays for health care for people that are receiving supplementary social income or public assistance.

Medicare - Un plan de salud, que el gobierno paga para la gente mayor de 62 años.

Medicare - a plan by which the government pays for health care for old people.

Seguro de Salud - Un plan por el cual usted o su patrono compra para pagar los gastos médicos.

Health Insurance - a plan you or your employer buys to pay for health care.

APPENDIX H

Training Sheet Prior to Administration

Remaining Needs Interview Format

ADULT CUBAN IMMIGRANT PROJECT

REMAINING NEEDS SURVEY

Under characteristics of the client, try to observe these aspects. Only ask if it is absolutely necessary.

In the employment section, when they answer "yes" to the question. The catagories include: (Do not let them see the prompts)

Restaurant/hotel	-	busboy, waiter, dishwasher, cook, maid, laundry.
Cleaning	-	custodian, housekeeper
Construction	-	painter, mason, plumber, carpenter
Industrial/technical		factory work, drafing, sewing, assembler
Mechanical	-	auto mechanic
Agriculture/Gardens	-	picking, landscaping, cutting grass
Sales or Stores	-	selling - stock clerk, cashier
Beautry parlor	-	beautician, etc.
Clerical	-	office, filing, typing accounting
Self-Employed	-	sole propiertorship or partnership

When you ask if you have had any problems in work

Personal relations	with boss or colleagues
Communication	speaking, listening and understanding job orders or talking with other employees
Transportation	getting to or from work bus schedules, car problems
Benefits	not equal with other employees. Not enough
Salary	too low, not equal with others
Schedule	Flexible hours or night, weekend hours

When they answer the question about knowing how to find a job. Even if they answer "yes" or "no", ask them what they would do.

If they answer "no" that they aren't employed ask them <u>why</u>. List only one reason.

Remaining Needs Survey.....Cont.

When you ask them what they have done to find another job. Check all the appropriate areas. DO NOT give or show them any prompts.

EDUCATION

1. When you ask them if they need to learn a vocational skill and they answer "yes", ask them which one.

2. When you ask them about where they need to go. DO NOT use the prompts that are on the interview.

3. The question about what they need to study before studying a career, this assumes if they had the money and the time. DO NOT PROMPT THEM.

HEALTH

Do not ask them the first question. Observe this. They will usually tell you this in your initial greeting if they have a problem.

The first question is quite straightforward.

The last question you will have to prompt them in order to prioritize their problems. List only one problem.

ADULT CUBAN IMMIGRANT PROJECT

REMAINING NEEDS SURVEY

CARACTERISTICAS DEL CLIENTE (Trate de no preguntar)

1. Sexo

M____ F____

2. Edad

16-30_____ 31-40_____ 41-50_____ 50 ó más_____

3. Vivienda

____sólo
____con familia
____con un grupo de personas
____con una persona del mismo sexo
____con una persona del otro sexo

4._____estudiante activo
_____estudiante inactivo
_____nunca en el programa

EMPLEO (Si contesta sí continua con las preguntas que están bajo sí (2-4)

1. ¿Estás trabajando?

Sí_____ No_____

2. ¿En qué estás trabajando?

___restaurante/hotel
___limpieza
___construcción
___industrial/técnico
___mecánico
___jardinería
___ventas o tienda
___salón de belleza
___clerical
___empleado por su cuenta
___otro _____

5. ¿Porqué?_____

_____

_____

6. ¿Que has hecho para buscar trabajo?

____ir a diferentes compañías
____leer anuncios (periódico, letreros)
____hablar con amigos
____hablar con el consejero de la escuela
____ir a una agencia
____otro _____

3. ¿Has tenido algún problema en el trabajo?

Sí_____ No_____

(Si dice sí, marque:)

problemas de

____relaciones personales
____comunicación
____transportación
____beneficios
____sueldo muy bajo
____horario
____otros
____discriminación

____entendiendo el sistema del trabajo
___supervisión
___senoría
___beneficios
___responsabilidades,reglas

4. ¿Sabes tú cómo buscar otro trabajo?

Sí_____ No_____

(Si dice sí) ¿Qué harías?

_____
_____
_____
_____

EDUCACION

1. ¿Necesitas aprender algún oficio o carrera?

Sí_____ No_____

¿Cuál?_____

2. ¿Para aprender un oficio, a qué sitio tienes que ir?

_____escuela técnica
_____escuela
_____el colegio
_____de otras personas
_____por mi cuenta o por correspondencia
_____otros_____

3. ¿Que cosas necesitas aprender antes de estudiar?
(No incluye: dinero o tiempo)

____más inglés
____el diploma de bachillerato
____otro_____

SALUD

El cliente tiene algún problema de salud.

Sí____ No____

1. Mencione dónde usted puede conseguir servicios médicos.
_____hospital
_____oficina de médico
_____clínica
_____departamento de salud
_____otro_____
_____no sabe

OTRAS NECESIDADES

¿De todos los problemas que has tenido, ¿cuál es el más grande?

_____

_____

_____

_____